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ABSTRACT

This report documents the activities of the first year of a two-year project to design and conduct a data collection effort focused on postsecondary occupational education delivery. Chapter 1 is an introduction. Chapter 2 contains a description of the key issues that will be addressed by the data collection effort and justification for narrowing the focus to two particular substantive areas--curriculum decision making and student motivation. In chapters 3 through 7 various aspects of the survey design are presented. Chapter 3 discusses the unit of analysis and definition of the universe of interest. It also documents the process whereby that universe was listed. Chapter 4 discusses the survey media to be used and the procedures that will be followed to obtain maximum response. The sampling plan comprises chapter 5, and chapter 6 considers the questionnaire development process. Chapter 6 discusses not only the processes that were followed to develop the study, but also the justification for each item from an analysis perspective. Chapter 7 discusses the data collection procedures to be followed. The universe list of institutions, the precise sample chosen, and the questionnaires are appended and comprise the greater part of the document. (YLB)

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Understanding the Dynamics of Postsecondary Vocational Education: A Design Study

Final Report

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FOREWORD

This report documents the design of a project to collect data at public and nonprofit institutions that offer postsecondary vocational education. The scope of the data collection will range from technical education programs in community college settings to adult programs at vocational education institutes. The data will focus on two particular issues (1) curriculum and instruction decision making processes and (2) student motivation and choice behavior. Nationally, two modes of data collection are envisioned. A mail survey of a representative random sample will be conducted to derive a statistically valid picture of the universe of institutions. In-depth, on-site case studies at a smaller number of institutions will be relied upon to investigate more thoroughly the processes and contextual elements. The actual data collection is scheduled for the next grant year. Both the design phase and data collection phase of the project were funded by the Office of Vocational and Adult Education of the U.S. Department of Education. This support is gratefully acknowledged.

Many individuals contributed to the overall direction of the project as developed throughout the design phase. Particularly helpful was the project technical advisory panel:

- Professor Richard Alfred, Associate Professor, University of Michigan
- Mr. Bernard Ferreri, Associate Vice Chancellor, City Colleges of Chicago System
- Mr. M. Rudy Groomes, President, Orangeburg-Calhoun Technical College
- Dr. Thomas Sullivan, President, Greater New Haven State Technical College

Catharine Warmbrod, of the National Center staff, made valuable contributions at the convening of the Technical Advisory Panel and throughout the entire project.

Also helpful in reviewing the proposed instrumentation were Drs. John Wirt and Robert Meyer, of the U.S. Department of Education, and Drs. Al Neff and Theresa Powell of the State of Ohio Board of Regents, as well as National Center for Research in Vocational Education staff members: Dr. Paul Campbell, Dr. Larry Hotchkiss, Ms. Sue Laughlin, Dr. Morgan Lewis, and Dr. N.L. McCaslin.

We are grateful to the staff and students at the three institutions that generously agreed to be pretest sites for the design study. These institutions were:

- Columbus Technical Institute, Columbus, OH
- Upper Valley Joint Vocational School, Piqua, OH
- Miami University - Middletown Campus, Middletown and Hamilton, OH

Finally, the National Center recognizes all of the project staff who worked on the study under the direction of the Project Director, Dr. Kevin Hollenbeck. These staff include Jim Belcher, David Dean, Ann Marie Hill, and Jennifer Kling. This report was ably typed by Jeannette L. Painter and Cathy Jones and edited by Ciritta Park.

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The National Center
for Research in
Vocational Education

EXECUTIVE SUMMARY

Gaining a full understanding and assessment of how vocational education programs operate requires consistent, rigorously collected, nationally representative information. As one focuses attention beyond the relatively more structured arena of secondary schools, it becomes particularly difficult to find consistent data to evaluate the effectiveness of postsecondary educational alternatives. To address this lack of data, the National Center for Research in Vocational Education has undertaken a 2-year project to design and conduct a data collection effort focused at postsecondary occupational education delivery. This report documents the activities comprising the first year of the project, in which the design has been completed.

The design that has been developed involves the dual approaches of conducting a mail survey of a large number of institutions and undertaking on-site case studies at a subsample of the institutions. The reason for developing the complementary approaches of survey and case studies is straightforward. The survey will produce a statistically valid, representative picture of postsecondary vocational education throughout the nation. However, surveys are limited in terms of the depth of information that they can capture, and they often miss important evidence about situational factors that help to explain what is going on and why. The case studies will achieve this more comprehensive understanding.

The unit of observation for the data collection will be the institution. Specifically, we define the universe to be any institution that meets the following definitional criteria:

- Located in the United States
- Public or nonprofit
- Offers at least 1 program leading to Associate in Applied Science degree or vocational certificate in an applied field representing 1-3 academic years of study beyond grade 12 or equivalent
- Excludes institutions that offer only specialized occupational programs (e.g., cosmetology, real estate, nursing)
- Excludes institutions whose missions are not primarily education (e.g., CBOs, Job Corps Centers, penal institutions)

The project staff constructed a universe listing that numbered 2,299 institutions. Of these, 1085 were community or junior colleges, 664 were technical institutes, and 550 were colleges or universities. From this universe, 726 institutions were sampled

for the study. Of the 726 sampled institutions, 50 will be judgmentally selected for the case studies.

Five types of respondents will be surveyed at each institution as part of the mail survey. First, the president of the institution will be asked a number of questions that relate to the community and institution, the kinds of students that attend the institution, and influences on curriculum and instruction. Second, the person in charge of placement will be surveyed about the kinds of career guidance and placement assistance offered to students of the institution and about business interactions. Third, two programs will be chosen randomly and their chairpersons will be surveyed about their roles in and perceptions of the curriculum decision-making process and about faculty issues. Fourth, two instructors from each of the two programs will be randomly chosen and asked about the courses they teach, facilities, instructional delivery, and their perceptions of students and colleagues. Finally, the project staff will randomly select three students from courses being taught by the four instructors. The students will be queried about their prior educational and work experiences, their educational and occupational goals, and motivational factors. Weights will be constructed that will be the inverse of the probabilities of selection adjusted for nonresponse for each of the respondents, which will allow the data to be aggregated to national totals for institutions, programs, faculty, and students. Drafts of the questionnaires are appended to this report.

A geographically dispersed subsample of the overall sample will be selected for the case studies. Visits will be made to the institutions to conduct personal interviews and to observe instruction. At each site, the president of the institution, the individual in charge of placement activities, the two chairpersons selected for the sample, the four faculty members in the survey, students, and employers familiar with the programs will be interviewed. In addition, classroom instruction will be observed.

The interview of the president will cover the following topics:

- Administrative structure of the institution
- Curriculum decision making (planning, implementing, evaluating)
- Linkages with business and economic development emphasis
- Developmental programs
- Procedures for keeping faculty and facilities current

- Factors that influence instructional delivery
- Linkages with other education and training institutions
- Innovative practices

The interview with the director of placement services will cover the following subjects:

- Extent and nature of involvement in curriculum decision making
- Business/industry and other external interactions
- Assessment and career guidance activities

The chairpersons that will be interviewed will be asked questions in the following general areas:

- Curriculum decision making (planning, implementation, evaluation)
- Faculty concerns (evaluation, staff development, part-time staff)
- Business/industry and other external interactions (advisory committees)
- Student preparedness and motivation

The faculty interviews will emphasize the following topics:

- Curriculum input
- Instruction
- Student preparedness and motivation
- Job characteristics and satisfaction

Each faculty member interviewed will also be observed in a classroom/work station and information will be gathered concerning the following:

- Effectiveness of time usage
- Use of training aids
- Media usage
- Level of instruction

Several students will be interviewed as well about the following topics:

- Goals and objectives
- Factors affecting student progress
- Opinions about instructor and course

Finally, each of the chairpersons interviewed will be asked to provide a listing of employers who have hired recent program completers. Two of these employers will be randomly selected and interviewed about the institution's curriculum and instruction. The semi-structured instruments for the case study interviews are appended to this report.

To help sort through the diversity and complexity of the many issues that confront postsecondary occupational education, the project staff developed a framework that focuses on two key processes. This framework emphasizes organizational decision-making processes relating to curriculum and instruction and student motivation and choice processes. The data collection design is aimed at addressing the following research questions:

- Research Questions Pertaining to Curriculum and Instruction Decision Making

  --How are curriculum decisions made? What roles do students, faculty, and advisory committees play in decision making? How much business and industry involvement is there?

  --To what extent are courses from what might be entitled a general or liberal arts curriculum required of occupational students? To what extent are transferable skills emphasized and developed in the technical courses?

  --What types of and how much self-paced individualized instruction goes on? How does this vary by program area? By institutional type?

  --To what extent is competency-based instruction and curriculum going on? How are competencies determined?

  --Do the instructional style and content of part-time instructors and other adjunct staff systematically differ from full-time, permanent faculty?

  --Do collective bargaining agreements/unionization influence the delivery of instruction?

  --How responsive are institutions to the business community? How important is economic development to their mission?

- Research Questions Pertaining to Student Motivation

  --What are the demographic and socioeconomic characteristics of postsecondary occupational education attendees by full-time and part-time status? (Age, sex, race, income, marital status, handicapped, single parent, LEP, and so forth)

  --What motivates particular types of students to choose particular institutions, programs, and courses? How much and how accurate was the information that students used to make choices?

  --What types of jobs do students hold while attending postsecondary institutions? What kinds of work experience did they have prior to entry? If currently working, how much support or conflict is received from their current employers with respect to education?

  --How flexible are entrance requirements? What are they? How flexible are course admission requirements?

  --To what extent is learning motivated by grades? By occupational aspirations? Other motivational factors?

  --Are these institutions serving as channels of opportunity for women, minorities, and other disadvantaged populations?

  --What are graduation rates? Who are the completers? What students drop out? Why? Aside from education/training, what happens to them?

Conducting the data collection activities that have been designed during the course of this project will provide a rich source of data to address these important questions.

CHAPTER 1

INTRODUCTION

Has the tide of mediocrity so vividly depicted by the National Commission on Excellence in Education (1983) overtaken postsecondary education as well as grades K-12? Is the postsecondary education of the middle two quartiles of the population, the "neglected majority" (Parnell 1985), being overlooked in the general clamor for reform? Is the recent reversal of enrollment trends a market signal that 1- and 2-year postsecondary institutions, a relative newcomer to the general educational setting, are not meeting the needs of students? Or do the significant flows of reverse transfers, older adults, and disadvantaged individuals into postsecondary occupational education imply that these institutions are serving as efficient channels into the labor force?

Without rigorous, systematic data collection, the debate surrounding these issues will be supported by opinions and anecdotal evidence at best. The literature on postsecondary education is replete with documentation of exemplary programs at this institution or within that system. But because questions such as what postsecondary and adult programs and instructional techniques meet the needs of which segments of the student population and how effective are institutions in their curriculum decision making and instructional delivery are unanswered, systematic collection of data on the content, processes, and outcomes of postsecondary occupational education is an immediate need.

Purpose and Context

To meet this need, the National Center for Research in Vocational Education has undertaken a 2-year project to design and conduct a data collection effort focused on postsecondary occupational education delivery. This report documents the activities comprising the first year of the project, in which the staff has completed a design for the data collection. Five contextual elements conditioned many of the decisions made during the course of the design effort.

First of all, the serious questions that have arisen concerning the quality of secondary education in this country naturally lead to a concern about whether deficiencies, to the extent they exist at the end of grade 12, are overcome or are exacerbated in postsecondary institutions. The circumstantial evidence that U.S. productivity growth is lagging behind almost all other developed countries suggests that problems are not totally overcome. It is recognized that many factors are responsible for economic productivity, of which the general educational skills and ability of the work force is just one. It may further be the case that postsecondary occupational education exerts a positive influence in the sense of preventing even lower productivity growth. Nevertheless, because economic (productivity) outcomes are the primary objective of postsecondary occupation education and because there are labor productivity concerns and general educational quality concerns in the country, excellence concerns are an important element surrounding an in-depth investigation of postsecondary occupational programs.

A second environmental factor that will influence the data emanates from the relative newness of the institutions offering such programs. A large share of postsecondary occupational education is offered at 2-year institutions, which have really entered the education and training enterprise only in the last two or three decades (Cohen and Brawer 1980). However, even during that relatively brief history, the mission of community colleges has changed at least twice. They were established primarily as transfer institutions providing the first 2 years of a baccalaureate degree program. Individuals could live near home and tuition was relatively affordable. The first redirection took place during the seventies when emphasis was shifted toward access and these institutions became the delivery mechanism for universally available higher education. Fueling demand was the availability of federal support for low income individuals through the Comprehensive Employment and Training Act (CETA). That training emphasis plus a general recessionary economy during the mid-1970s, prodded enrollment into occupational/technical programs. The second shift in mission occurred early in the eighties. The new direction in mission emphasized cooperation with employers and provision of training relevant to the needs of the labor force--customized training, high tech training, and training of adult re-entrants to the labor force, for example. These changing priorities may be indicative of flexible institutions that are adapting to the dynamics of a changing economy and offering programs that best suit the needs of employers and potential employees. On the other hand, they may indicate that postsecondary occupational education is still in search of a mission. Comprehensive data on institutional missions and outcomes are required to truly understand and make an informed judgment about whether these institutions are effectively serving a need.

The third contextual element to consider stems from the fact that the education and training enterprise in this country is facing a period of great transition. As many major societal and economic changes challenge postsecondary occupational education, we will be observing institutional response. Important demographic trends are affecting the postsecondary system. The 18 to 24 year-old cohort is shrinking and will continue to shrink over the next decade. This will force more competition among postsecondary schools and other training institutions for students completing secondary programs. It means declining enrollments unless institutions can attract students from other population groups such as older individuals or individuals that would not otherwise attend. Another major demographic trend that is affecting and will continue to affect postsecondary occupational programs is the growing share of the population that is minority, particularly Hispanics. Economic factors that are influencing the delivery of occupational education include ever accelerating changes in technology, the increased worldwide economic competition, and the transformation from a goods-producing to an information-based economy. These factors affect the demand for training, the content of training, and even instructional methods. All of these changes need to be documented before educators can understand where postsecondary institutions are headed or how they anticipate or react to change.

A fourth element that influenced the design comes from a public accountability perspective. Localities, states, and the federal government subsidize education and training to some extent at virtually all of these institutions. Taxpayers and administrators need to be informed as to whether the social benefits from these subsidies exceed the costs. Furthermore, postsecondary educational services need to be delivered in a cost effective, nonduplicative manner given the shrinking public resource base for all government expenditures and given the pressures caused by an excessive federal deficit.

The fifth and final element that affected the design was the lack of prior data. If educators are ever to tackle the question of the effectiveness of postsecondary occupational education vis-a-vis economic (or noneconomic) outcomes, it is necessary to start with an accurate, comprehensive set of baseline data. Then, by adding longitudinal data (e.g., as prescribed by the Carl D. Perkins Vocational Education Act, Section 404[b]), one can truly evaluate the effectiveness of postsecondary occupational education.

In summary, five important contextual elements frame the need for the data collection designed by this study:

- Educational excellence concerns
- Relative newness of postsecondary occupational education delivery system

- o Economic and demographic changes that cause institutions to respond
- o Social accountability
- o Need for baseline data

Objectives of Survey Design Phase of the Project

Having provided the context for the data collection effort, the process for conducting the survey is now described. The objectives for the first year were threefold:

- o Specify hypotheses and issues of importance to be addressed by the data to be gathered
- o Develop survey procedures and instrumentation
- o Test procedures and report the details of the survey design

All of these objectives were accomplished.

Two methods were used to identify key issues and hypotheses. First of all, an exhaustive literature search was conducted resulting in the production of an annotated bibliography (see Hill, Hollenbeck, and Kling 1986). The purpose of the review and bibliography was to sharpen the project staff's focus on what issues in the area of postsecondary vocational education had been researched and what policy or administrative concerns were most pressing. As the data collection instrumentation was developed, choices were made about what subjects to include or exclude. Highest priority went to subjects that the literature search pointed out as key issues confronting the field, but for which there was a relatively small research base.

The second method employed to help identify the key issues and hypotheses was to rely on the advice of a project technical advisory committee comprised of postsecondary administrators and scholars. These individuals were convened during the formative stages of the project and were instrumental in sharpening the focus of the data collection.

After delving into the literature and developing an in-depth knowledge of the key issues and questions confronting the post-secondary occupational education sector, the design and development of the survey procedures and instrumentation was begun. The bulk of this report documents this design and development effort, so suffice it here to say that numerous other education survey instruments (e.g., the High School and Beyond survey) were reviewed and questions adapted to fit the purposes at hand. Items were developed by project staff for those content areas not well covered by other surveys. The process of refinement was then iterative. The technical advisory panel

reviewed an early draft of the questionnaires and made numerous suggestions for improvements. Revisions were made and, as described below, the instrumentation was field tested. Again, revisions were made and further pretests were conducted as were thorough internal and external reviews. This process resulted in the procedures suggested in this report and the instrumentation described here.

The final objective--testing the procedures--was accomplished through a series of pretests as alluded to above. Specifically, the following institutions provided access and cooperated fully in the procedural tests:

- Columbus Technical Institute, Columbus, OH
- Upper Valley Joint Vocational School, Piqua, OH
- Miami University-Middletown Campus, Middletown, OH

The pretests were all quite successful in the sense that they uncovered a number of ambiguities in the questions and procedures, they gave a sense of respondent burden, and they elicited subject material that needed to be added to the questionnaires and material that could be deleted from them. Obviously, this report accomplishes the reporting objectives of the study.

In the next chapter, a description of the key issues that will be addressed by the data collection effort and justification for narrowing the focus to two particular substantive areas--curriculum decision ma[illegible]tudent motivation are provided. In chapters 3 through 7 [illegible] aspects of the survey design are presented. Chapter 3 d[illegible]he unit of analysis and definition of the univer[illegible]terest. It also documents the process of how that univer[illegible]er 4 discusses the survey media to be used and [illegible]rocedures [illegible]ll be followed to obtain maximum response. [illegible] sampling pla[illegible]prises the fifth chapter of the report whereas the sixth chapter considers the questionnaire development process. Discussed in Chapter 6 are not only the processes that were followed to develop the study, but also the justification for each item from an analysis perspective. Chapter 7 discusses the data collection procedures to be followed. The universe list of institutions, the precise sample chosen, and the questionnaires are appended to this document.

CHAPTER 2

ISSUES

Approximately half of the individuals who enter postsecondary education after high school enroll in 1- or 2-year institutions or 1- or 2-year programs at colleges or universities. The majority of these students enroll in occupational education, here defined as programs that prepare individuals for occupations that require training beyond the high school diploma but do not require a baccalaureate degree or higher. Despite the size of this population, little systematic information is available about how the educational settings and processes of these institutions influence educational outcomes. The data collection design is centered on a framework that includes the content, processes, and outcomes of postsecondary occupational education.

Framework

Figure 1 exhibits the dynamic relationships that influence key decisions about institutional issues. This model portrays the postsecondary educational process as it occurs across three periods of time. Prior to the period of analysis, each institution's policies, physical and governance structures, and mission have been developed. Furthermore, students have undertaken their educational preparation, and, based upon their goals and motivation, have made enrollment decisions. During the period of analysis, the institutions make their curriculum and instructional decisions based on a consideration of external factors and given their current resources, faculty, facilities, and administrative configuration. In future periods, student outcomes will unfold. These, of course, will depend on the students' experiences within the institution and on external factors such as the local economy. The key emphases of the data collection being designed are depicted in the figure by the diamond-shaped decision symbols--namely, student enrollment decision making and institutional curriculum and instruction decision making.

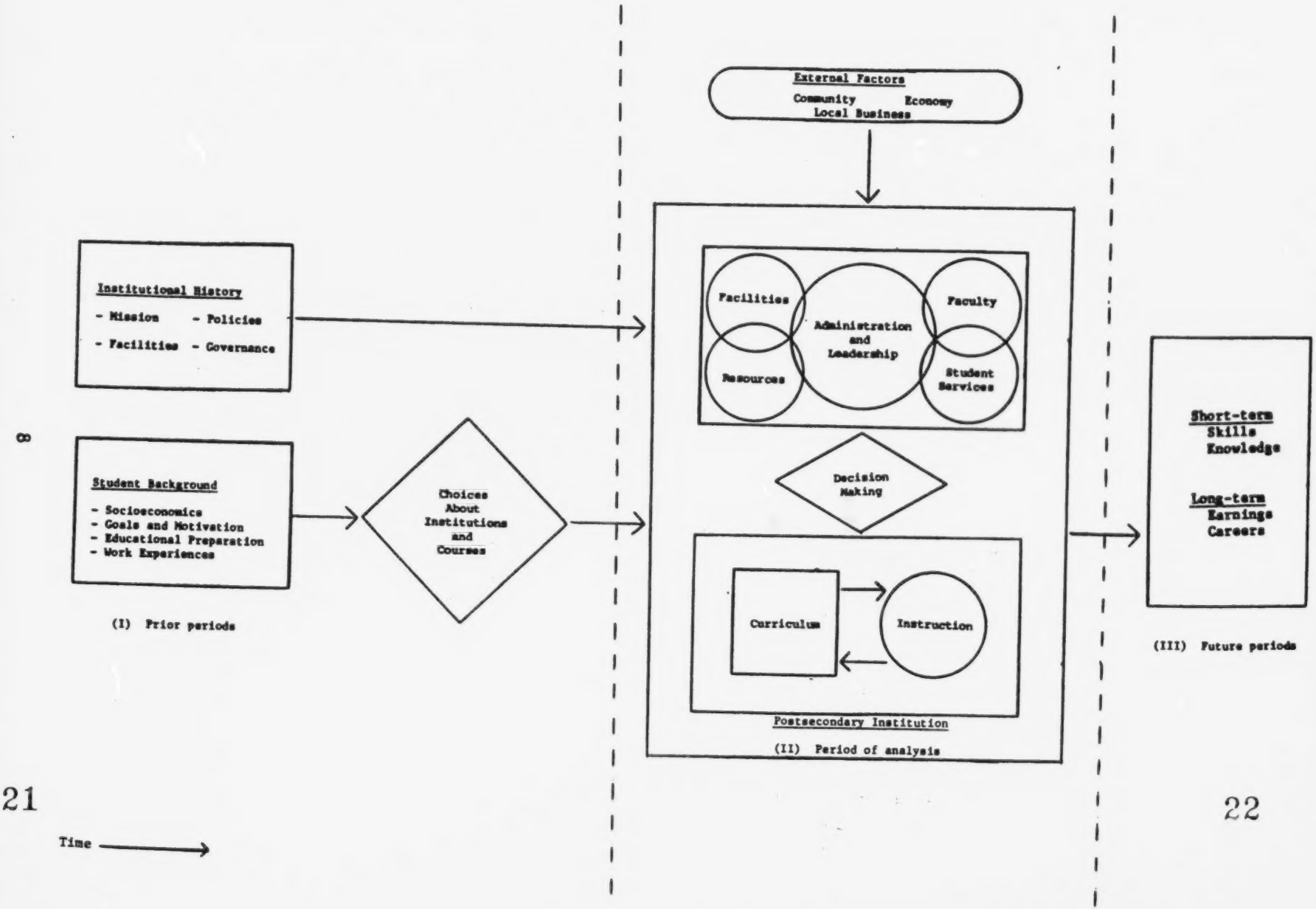

Figure 1. Dynamic model for institutional decision making.

Student Enrollment Decision Making

Major issues are what factors influence students to attend postsecondary schooling, in general, and specific institutions, in particular, and how students' prior participation in formal educational settings or work experience influence their educational goals and decisions. It has been claimed that students are a more demanding clientele than ever before that wants assurance that time, money, and energy will be well spent. What causes a student to pick an institution? Related to this question is a series of questions related to student motivation. What input and influence does information about past student success have on choice of institution? In what ways do these institutions improve the economic outlook of populations that traditionally have significant barriers to overcome in the labor force? How do students in these institutions support themselves while going to school?

A large group of factors relate to student input. These factors define the make-up of the postsecondary occupational programs and affect many relevant issues. An important overall issue is how the institution is taking advantage of the unique demographic and geographic context within which it finds itself. What is the extent of community involvement? How are advisory committees used? How do state regulations and guidelines affect the institution?

Institutional Curriculum and Instruction Decision Making

Figure 2 presents a model that provides a different perspective on the institutional processes depicted in the period of analysis panel of figure 1. State governance, funding, educational guidelines, national economy, and local business and industry are one group of major inputs into the institutional process of defining issues and making decisions within the institution. A second group of inputs includes the student characteristics--special student groups, such as handicapped, economically disadvantaged, minorities, and LEP. These inputs come from local population demographics, geographic location, and advisory board and community. Factors within the institutional context that are strongly influenced by these inputs are curriculum and instruction, student motivation, student performance, and student services. Lastly, a group of inputs into the institutional context are educational guidelines, national economy and local business and industry, and advisory boards and other community factors. These input factors overlap within the institution as shown in figure 2 and are the crucial factors directly related to curriculum and instruction decisions.

These inputs into the institutional context point out key issues. Do special populations have real and easy access to occupational training? How strong is the articulation and linkage with other institutions such as local secondary schools, 2-year schools and colleges, 4-year colleges and institutes? Is there

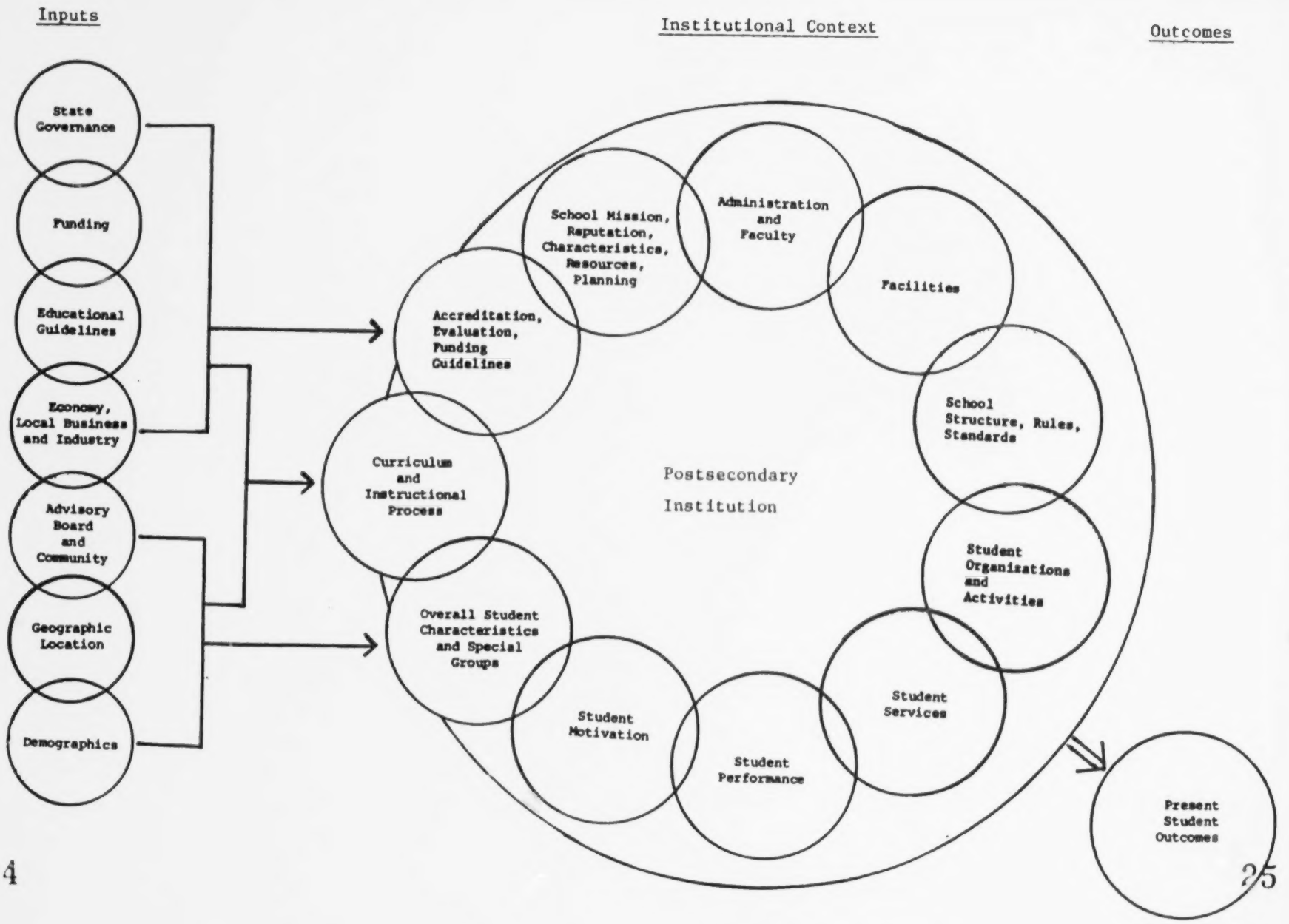

Figure 2. Process model for institutional context.

linkage with proprietary schools, apprenticeship programs, military training, JTPA agencies, and other state or federal entities?

To understand postsecondary institutions and occupational programs, one must go beyond a simple "black box" approach wherein faculty and facilities somehow transform unprepared students into highly skilled technicians. Instead, a framework must capture the organizational decision-making process that occurs when institutions attempt to achieve the (sometimes conflicting) goals and objectives of students, business and industry, state governance policies, and the community while constrained by internal factors such as resources, faculty, and student preparedness and while faced with external pressures such as funding needs and competition from other institutions.

Consider first the process of decision making. What is the quality of decision-making skills in various postsecondary occupational institutions? Are goals flexible or are they carried out with bureaucratic rigidness without relevance to community needs? Aligned with this issue is the amount of autonomy held by local institutions. To what extent are different institutions or programs flexible and independent? Is service delivery constrained? What part do responsible state boards and agencies play in quality delivery?

Beyond the decision making process, the resultant curricula and instructional delivery determined through the decision-making processes need to be considered. The curricula (program content) and instruction (classroom delivery) are separate but highly interactive. What would be useful to know is how curricula and instruction affect each other. What is the process for curriculum change? What has been successful in attempts to change curriculum? To what extent are general education courses required of occupational students? How current is the curriculum and, more importantly, how relevant is the curriculum to the local employment picture? Is there flexibility in the curriculum? How effective is new technology being used in areas where local relevance exists, and to what extent do local business and industry have real and useful input into curriculum decisions? To what extent is competency-based curriculum used in occupational programs?

Connected closely to curriculum issues are instructional issues. Issues that revolve around instructors or faculty members have received much attention in recent years, but information needs to be collected concerning instructional quality. How flexible is the instructional process that is controlled by the teacher? How much and what kinds of self-paced individualized instruction goes on? How much work experience and how academically prepared are postsecondary instructors?

What are some of the motivating factors of postsecondary occupational teachers, and how satisfied are they with their jobs? How relevant is inservice training, and what are the basic data concerning teacher certification, advancement requirements, and salaries? To what extent is collective bargaining used in postsecondary occupational settings? Concerning part-time faculty, there are several issues. How do their instructional approaches compare to those of regular staff? What are the advantages and disadvantages of the use of part-time faculty?

Outcomes

As shown in the dynamic model, student outcomes are generated by the institution or program's educational processes. Issues that address whether the student, community, and taxpayer actually get what they want, and pay for, are of paramount importance in postsecondary occupational programs. Occupational success for institutions is measured by the relevance of training to real working conditions and by the fact that students can become employable. Outcomes, however, are often difficult to measure because of the many factors that arise in terms of student characteristics, institutional process, and labor market activity. To facilitate the discussion, the distinction is made between short-term and long-term outcomes.

Short-term outcomes. These outcomes are the easiest to quantify. Two major short-term outcomes are of interest. First, how effectively has the institution, in its own immediate knowledge, prepared the students in the areas of work habits and skills? How is the student evaluated? Are skills and equipment up to date? Do students demonstrate safe and efficient work habits? Do students that finish generally get training-related placements? Who finishes, and who drops out? What are the prospects for immediate employment upon program completion?

Second, how satisfied is the student? The following are some concerns of importance. How does the student rate the institution, curriculum, and teacher? Does the student see progress in his academic and vocational skills? Would the student recommend the training to others? Does the student have reasonable hope for a future job in a chosen area of training?

Long-term outcomes. Analyses of long-term outcomes of students trained in an institution require longitudinal data, but the importance of what happens to students after 1 year, 2 years, or 5 years, is probably the more important outcome, and the type of outcome about which the least is known in empirical research.

Issues surrounding this type of outcome usually go unresolved or are addressed by way of educated guesses but are crucial to ongoing quality occupational programs. What upgrading factors need to be infused into current or new programs as indicated by trained worker results? How are curriculum competencies changed to keep them up to date? How should new programs be developed in

response to perceived future needs of the student and/or employer? What philosophy and approach should guide institutions in the retraining of former students? Should institutions back up their certificates or diplomas?

Research Questions

In order to maintain specificity with the large amount of data, extensive sets of issues, and the complexity and diversity of postsecondary occupational education, research questions have been divided into two major groups.

The first group describes how curricular and instructional decisions are made in technical programs at public and nonprofit postsecondary institutions, characterizes curricula and instructional processes, and relates outcomes to curricula, instruction, and institutional characteristics.

Research Questions Concerning Instructional and Curricular Decision Making

- How are curricular decisions made? What roles do students, faculty, and advisory committees play in making decisions? How much business and industry involvement is there?
- To what extent are courses from general education required of occupational students? To what extent are transferable skills emphasized and developed in the technical courses?
- What are the extent and forms of articulation/linkage between postsecondary occupational education and (1) secondary schools, (2) four-year institutions, and (3) other training institutions?
- What types of and how much self-paced individualized instruction goes on? How does this vary by program area? By institutional type?
- To what extent is competency-based instruction and curriculum going on? How are competencies determined?
- Do the instructional style and content of part-time instructors and other adjunct staff systematically differ from full-time, permanent faculty?
- How responsive are institutions to the business community? How important is economic development to their missions?

The second group analyzes students' motivations for attending these institutions and gauges how well these institutions are fulfilling individual educational expectations given the students' varied educational and cultural backgrounds.

Research Questions Concerning
Student Motivation and Choices

- What are the demographic and socio-economic characteristics of postsecondary occupational education attendees by full-time and part-time? (Age, sex, race, income, marital status, handicapped, single parent, LEP)
- What motivates particular types of students to choose particular institutions, programs, and courses? How much and how accurate was the information that students use to make choices?
- What types of jobs do students hold while attending postsecondary institutions? What kinds of work experience did they have previously? If currently working, how much support or conflict is received from the employers with respect to education?
- How flexible are entrance requirements? What are they? How flexible are course admission requirements?
- To what extent is learning motivated by grades? By occupational aspirations? Other motivational factors?
- Are these institutions serving as channels of opportunity for minorities and other disadvantaged populations?
- What are the graduation rates? Who are the finishers? What students drop out? Why? Aside from education and training, what happens to them?

In summary, the framework that has been developed highlights the issues, is dynamic in nature, and focuses on internal institutional decision making and input relationships within the institutional context. This model explores the issues of the effectiveness of current curricula and instruction and of meeting the needs of a heterogeneous population of students.

CHAPTER 3

SURVEY DESIGN: UNIT OF ANALYSIS AND UNIVERSE LISTING

This chapter addresses the unit of analysis for the proposed survey. Several alternative units were considered and then a decision was made and is documented here. Once the unit of analysis was specified, effort was invested in the task of listing the universe so that a sample could be chosen.

Unit of Analysis

A decision made early in the development of the survey design was the determination of the units of observation and analysis. Possibilities included institutions, programs, and individual courses. To answer questions such as what types of schools or colleges participate in a "2 + 2" articulation arrangement with secondary schools or what share of postsecondary institutions offer JTPA training or receive funding from the Carl D. Perkins Vocational Education Act, the appropriate unit of observation and analysis would be the institution. To answer questions such as to what extent do advisory committees influence curriculum choice, to what extent are basic skills emphasized in curricula, or are there systematic differences in the characteristics of individuals who complete programs vis-a-vis those who do not, the appropriate unit of analysis would be the program or department. Finally, to answer questions such as what types of courses are taught through individualized instruction or what differences exist in time on task between part-time and full-time instructors, the unit of analysis should be individual courses.

Among these choices, the project staff decided to rely on institutions as the primary unit of analysis. However, in addition to collecting data about the institution, the staff will randomly select two programs from each institution, two instructors from each program, and three students taught by each instructor. Weights will be constructed for each of these respondents that will be the inverse of the probabilities of selection adjusted for nonresponse, so that the data can be aggregated to national totals for institutions, programs, faculty, and students.

Definition of Universe

Exhibit 1 provides the rules used to define the universe of institutions for the study. First of all, for logistical reasons, it was decided to include only institutions in the 50 states and the District of Columbia. Second, proprietary institutions were excluded. The reasons for this exclusion are threefold. In the main, the goal is to generate analyses and data that will inform policymakers and administrators. Relative to public or independent institutions, proprietary schools tend to operate within less regulated environments and offer fewer intervening mechanisms for control. Second, proprietary institutions and, in particular, their program offerings, are less stable in nature and were deemed to be too much of a "moving target" for a deliberative, rigorously designed data collection effort. Third, the sheer numbers of institutions--there are perhaps three times as many proprietary institutions as public and independent schools--would have expanded the study to unmanageable proportions.[1]

The third condition used to define the universe was that the institutions offer a course of study in an occupational field leading to a vocational certificate or associate degree. In theory, this condition meant that in the intent of the student, the course of study was not being pursued for the purpose of transferring to a baccalaureate or higher degree. This is meant to screen out institutions that offer only noncredit-bearing continuing education programs, adult basic education (ABE) programs, short-term customized or basic skill training programs, avocational or hobby programs, general (liberal arts) associate degree, baccalaureate, or higher degree-granting programs.

The fourth condition involved the exclusion of institutions that offered programs in only certain specialized fields, that is, cosmetology, real estate/finance, religion, nursing/medical technician, fine arts, travel agents, flight/aviation, and so forth. The rationale for these exclusions lies primarily in the fact that the administration, curriculum, and instructional missions of these institutions are generally organized around a single program, and the organizational decision-making and student choice behavior is quite distinct from educational agencies offering multiple programs. Furthermore, the research design calls for classroom observation which may not be feasible or practical for some of these programs (nursing, aviation, for example).

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[1]These proprietary institutions do offer an alterantive choice for students seeking occupational training and are a significant sector in the total education and training enterprise. Those proprietary institutions warrant a similar data collection and analysis effort.

EXHIBIT 1

RULES FOR INCLUDING AN INSTITUTION IN THE UNIVERSE TO BE ANALYZED

1. In United States

2. Public or Nonprofit

3. Offers Associate degree or Vocational Certificate in applied field representing 1 or more but less than 4 years of work beyond grade 12 or equivalent

4. Exclude institutions that offer only specialized programs in the following fields:

   -- Beauty/Barber/Cosmetology
   -- Real estate/Banking/Finance
   -- Flight/Aviation
   -- Travel agent
   -- Bible/Religion
   -- Fine arts
   -- Nursing/Medical technician
   -- Miscellaneous (e.g., Boatbuilding, Dog grooming, etc.)

5. Exclude institutions whose missions are not primarily education, such as the following:

   -- Community based organizations

   -- Apprenticeship programs

   -- Job Corps Centers

   -- Vocational rehabilitation programs

   -- Penal institutions

Along similar lines, the decision was made to exclude certain training deliverers whose primary missions were not educational in nature--Community based organizations, apprenticeship programs, Job Corps centers, vocational rehabilitation agencies, and penal institutional programs. Although it is doubtless that relevant vocational education, some of which is postsecondary in nature, is offered by these types of institutions, it was decided that they are sufficiently distinct in their primary missions as to confound the resulting data.

Stratification of Universe

Even within the institutions remaining after the definitional screens were applied, it was felt that enough variation existed among three types of institutions as to consider stratification of the sample by those types. Specifically, institutions were classified into the following:

- o Community or Junior Colleges
- o Technical Institutes
- o Colleges or Universities and Branch Affiliates.

Community or Junior Colleges were defined as 2-year institutions that offer associate degree programs and that have (or had) a substantial transfer mission. Technical Institutes are a heterogenous mixture. Their primary or organizing mission is technical/occupational education and they may offer applied associate degrees or vocational certificates. The type of institution predominating in this category is vocational-technical institutes that offer occupational and adult education programs. Colleges or universities and affiliates offer baccalaureate and higher degrees as their main emphasis, but typically have a small number of occupational programs that award an associate degree or vocational certificate. This category includes branch campuses that may offer only 2-year programs.

In general, all campuses from institutions having multiple campuses were included--but only those campuses that offer occupational programs and have a local administrator/director. As explained below, in constructing the universe listing, some reliance was placed on judgments by state or institutional officials, so the listing of institutions may not be totally consistent in its treatment of multiple campus institutions.

Universe Listing

Having determined the types of institutions to include in the universe, the next process to be undertaken was to list that universe. This was not an easy task. One source of the data was a public use tape from the U.S. Department of Education (Center

for Statistics 1986) that provides information on 16,008 postsecondary institutions in the 50 States and the District of Columbia. Using the institutionally self-reported data provided on the tape for each of these schools, 3,583 were found that fit all of the following criteria:

- Provides instruction primarily for persons who completed or left high school
- Offers occupational instruction
- Offers degree, diploma, or certificate program of less than 2 years beyond grade 12 or degree, diploma, or certificate program of at least 2 but less than 4 years of work beyond grade 12
- Is public or nonprofit private.

Using the document 1982 Postsecondary Schools with Occupational Programs (National Center for Educational Statistics 1982), 2,147 public or independent institutions are identified as one of the following school types:

- Vocational/technical
- Technical institutecational/technical
- Junior/community college
- College[2]

Between the two lists, there was a significant number of discrepancies; institutions were listed on the tape but not in the directory and vice versa. To reconcile the lists, project staff contacted individuals in all 51 states or jurisdictions to determine whether the institution was still existent, offered occupational education as we defined it, was not proprietary, and so forth. The resulting list of 2,170 institutions comprise Appendix A to this document. The institutions on the list were included either because (1) they were on the computer tape and in the 1982 NCES document, or (2) an official in the state or at the institution indicated that the institution fit the universe rules. Note that the universe of institutions is constantly changing and so the prepared list may exclude some institutions or erroneously include others. Furthermore, by relying on state or institutional officials' judgments, the list is somewhat arbitrary. In particular, some states felt that adult education centers or vocational-technical schools offering adult education occupational programs should not be included in the universe. Thus there may be somewhat of a bias in the universe toward the exclusion of vo-tech institutes. Nevertheless, it is submitted that the universe listing in the appendix reflects as complete a list as could be

[2]Types of schools excluded were Business/commercial, Cosmetology/barber, Flight, Trade, Arts/design, Hospital school, Allied health school, and Other.

compiled within the resources and scope of the design. Furthermore, as long as any inaccuracies or omissions are not systematic in nature, the resulting survey data will give an unbiased picture of postsecondary occupational education.

CHAPTER 4

SURVEY DESIGN: MEDIA AND RESPONSE CONCERNS

In the general design of surveys, the issue of whether to collect information by interviews in person, by telephone, or by mail, or in any combination of those three must be confronted. The trade-offs to be made in making the choice are between cost, validity, and response rates. In-person interviews are the most expensive, but they also usually provide the most valid information and achieve the highest response rates. Mail, on the other hand, is generally the least expensive medium, but mail surveys typically suffer from low response rates. Telephone interviews generally lie in between in-person and mail data collection in terms of cost, validity, and response.

In order to accomplish the dual objectives of gathering a statistically valid, representative picture of postsecondary vocational education and of gaining a thorough understanding of the decision-making processes of institutions and students, a combination of mail and in-person data collection methods will be employed. The mail component of the data collection design is referred to as a survey and the in-person component as case studies. The reason for undertaking the complementary approaches of survey and case studies is straightforward. The survey will allow generalization to the nation as a whole and to each of the institutional-type strata the answers to many of the research questions posed in Chapter 2. However, surveys are limited in terms of the depth of information that they can capture and they often miss important evidence about situational factors that help to explain what is going on and why. Site visits by trained observers will be undertaken to achieve this more comprehensive understanding of the institutions to be surveyed.

The decision to rely on data collection through the mail implies that obtaining acceptable levels of response will be an issue that needs to be resolved. Several activities will be undertaken to enhance response. First, a number of postsecondary and higher education membership organizations were contacted to solicit their endorsement and cooperation in the survey and case study activities. The project staff is pleased to indicate that a number of the organizations contacted (listed in exhibit 2) have agreed to make an endorsement. Correspondence with the sampled institutions will indicate that the endorsement of these organizations has been secured.

Second, at each institution sampled for the survey, the project will establish a liaison relationship with an individual on site. (The individuals will typically be in the public relations office of the central administration.) This individual will be remunerated directly (or indirectly through a donation to the institution's scholarship or development fund at the discretion of the institution's president). It will be clearly indicated to the institutional liaison that it is her or his responsibility to follow up on respondents and maximize completions. The liaison's name and position will be placed on each survey form.

EXHIBIT 2

AGENCIES THAT HAVE ENDORSED THE POSTSECONDARY DATA COLLECTION SURVEY

American Association of Community and Junior Colleges
American Technical Education Association
American Vocational Association/Technical Education Division
Association of Community College Trustees
National Alliance of Community and Technical Colleges
National Association of State Directors of Vocational Education
National Council for Occupational Education
National Council of State Directors of Community/Junior Colleges

Finally, students and instructors will be remunerated directly for completed responses.

With these activities and procedures in place, a response rate of 50 percent for the survey is anticipated. Project staff will pursue the strategy of particularly targeting for follow-up respondents at institutions where most of the potential responses have been received. As described below, data will be collected from a potential 20 individuals at each institution. If 14 responses are received from one institution and only 7 from another, higher priority will be placed on the former institution in terms of follow-up.

The next chapter of the report turns to the precise sampling plan used to generate both the mail and in-person samples.

CHAPTER 5

SURVEY DESIGN: SAMPLING PLAN

The sampling plan for the survey component of the study involves a simple random sample of institutions comprising the universe of institutions as previously defined. The institutions selected for the case studies will be sampled judgmentally using type of institution and geographic region as criteria. Each sampling plan is discussed below.

Sampling Plan for Mail Survey

Sample sizes will be determined by simple random sampling for proportions, for example, the proportion of institutions in which the placement office provides input on curriculum decisions, or the proportion of institutions with formal assessment mechanisms in place for all incoming students. Call P, the population or true proportion, and p the sample proportion. The standard error of p can be represented as follows:

$$(1) \quad se(p) = \left[(1-fpc)\ \frac{p(1-p)}{n-1}\right]^{1/2}$$

where

se(p) = standard error of p
fpc = finite population correction = n/N
n = sample size
N = population size.

To achieve $(1 - \delta)$ percent statistical reliability (in a two-tailed test)[3] that the true proportion is within a $\pm d$ range of the sample proportion ($p-d \leq P \leq p+d$) the required completed sample size depends on N, δ, d, and P. For example, if $d=.05$ and $\delta=.05$, then the necessary sample size depends on N and P as follows:

	P		
N	.50	.70	.90
200	134	126	84
500	222	200	111
1000	286	251	125
2000	334	287	133
2200	337	290	134

[3] $(1- \delta/2)$ percent validity on a one-tailed test.

This table indicates that since the total population of institutions in the universe numbers around 2,200, if the true proportion of interest is .50, then a random sample of 337 will produce a sample proportion of between .45 and .55 95 times out of 100. If a larger range of error were acceptable, say d=.10, then the necessary sample size to produce a sample proportion between .40 and .60 would be 95 instead of 337. On the other hand, if a smaller range of error were desirable, say $\pm$.03, the sample size could be 738.

The error range of .05 was judged to be most reasonable, and the proposed completed sample size target was set at 340. With an assumed response rate of .50, this requires a sample of 680, or a sampling rate of about .31. The institutions actually sampled are identified in appendix A.

Digression on Stratified Random Sampling

As discussed above, the institutions in our universe were categorized into the three primary categories of community and junior colleges, technical institutes, and universities and colleges plus branch campuses. Of the total institutions comprising the universe, 1,060 (or 48.0 percent) belong to the community college category, 610 (27.6 percent) are technical institutes, and the remaining 540 (24.4 percent) are universities or colleges, including branches. With the simple random sampling proposed, the sample will be allocated across these three institution types in approximately the the same proportion as they exist in the population (expected values of 326, 188, and 166, respectively). An alternative sampling plan that was considered was to design a stratified random sample, where each institutional type would be considered a separate universe. To achieve the precision for each strata that is being suggested for the overall sample would require a completed sample size of 760 or an initial sample of 1,520 which is beyond the means of this project.

If the margin of error is relaxed for each strata, however, say to .08 rather than .05, then the required sampled sizes for the three strata would be 270, 250, and 240 respectively. The total sample size (760) would be only slightly larger than simple random sample, but the allocation across institution type would be quite different.

The decision to rely on a simple random sample and proportional allocation versus a stratified random sample with larger margins of error needs to be defended. Kish (1965) suggests that disproportional sampling is rarely to be preferred when sampling for proportions because such samples are not self-weighting (each observation has equal probability) and the gain in efficiency is not worth the costs in terms of confusion caused by unequal weights. The project staff relied on this rule of thumb and chose to stay with the simple random sampling approach.

Sample Characteristics

The chosen sample presented in appendix A well represents the universe of institutions that was constructed. Each of the 50 states and the District of Columbia are included. Furthermore, the allocation across institutional type is quite close to the expected values. Table 1 provides summary data about the sample, by state. A total of 348 community and junior colleges were selected, 196 technical institutes, and 181 universities or colleges (including branch campuses). Across the states, the samples range from a single institution chosen in the District of Columbia and in Maine to 45 chosen in California and Pennsylvania. The entries in table 1 in parentheses are the expected sample size for each cell (sampling rate of .31 times the universe), and it can be seen that the sample is reasonably close to the expectation.

It should be noted that the distribution of technical institutes across states is rather skewed (both in the universe and sample). In the selected sample, 15 states accounted for over 80 percent of the total. This resulted from the fact that in some states, area vocational schools have started offering for long-term adult training. Other states seem to be reserving postsecondary occupational or technical education for community colleges or 4-year colleges only.

Sampling Plan for Case Studies

For the 726 institutions comprising the sample, 50 will be selected for the on-site case studies. To ensure variation by institution type and geography, the sample has been arrayed by institution type and Census Region (Northeast, North Central, South, and West). The proportions of this 3 x 4 matrix (see table 2) were then used to calculate a desired number of institutions per cell. They are as follows:

TABLE 2
CASE STUDY SAMPLE BY INSTITUTION TYPE AND CENSUS REGION

Institution Type	Census Region				
	Northeast	North Central	South	West	TOTAL
1	4	6	8	6	24
2	3	4	6	1	14
3	3	4	4	1	12
TOTAL	10	14	18	8	50

As described in the preceding chapter the institutions will be judgmentally sampled after catalogs and other written material have been received. The sample has not yet been selected because these materials are still being received.

TABLE 1

SUMMARY DATA ABOUT POSTSECONDARY SAMPLE BY STATE

State	Institution Type			Total Sample
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Alabama	10 (7.4)	6 (7.4)	4 (2.2)	20
Alaska	7 (3.4)	0 (0.3)	1 (0.6)	8
Arizona	8 (6.8)	0 (0)	0 (0)	8
Arkansas	4 (3.7)	7 (7.4)	3 (3.4)	14
California	42 (37.5)	1 (.9)	2 (3.7)	45
Colorado	3 (5.0)	2 (2.5)	3 (1.6)	8
Connecticut	3 (5.3)	4 (5.3)	1 (2.8)	8
Delaware	2 (0.9)	1 (0.3)	1 (0.6)	4
District of Columbia	0 (0)	1 (0.6)	0 (0.6)	1
Florida	15 (9.9)	15 (11.2)	5 (4.3)	35
Georgia	8 (7.7)	7 (9.0)	7 (4.3)	22
Hawaii	4 (2.2)	0 (0)	2 (1.2)	6
Idaho	0 (0.9)	1 (0.3)	1 (0.9)	2
Illinois	18 (17.0)	1 (1.6)	5 (2.5)	24
Indiana	8 (5.9)	1 (0.6)	10 (8.7)	19
Iowa	8 (8.4)	0 (0)	2 (0.9)	10
Kansas	10 (7.4)	2 (4.3)	5 (4.0)	17
Kentucky	3 (4.3)	10 (8.4)	2 (5.0)	15
Louisiana	0 (2.2)	12 (16.4)	6 (4.7)	18
Maine	1 (0.9)	0 (1.6)	0 (2.8)	1
Maryland	7 (5.9)	1 (0.3)	1 (0.9)	9
Massachusetts	9 (10.5)	10 (7.8)	4 (3.4)	23
Michigan	13 (12.4)	3 (3.1)	9 (8.7)	25

Table 1--Continued

SUMMARY DATA ABOUT POSTSECONDARY SAMPLE BY STATE

State	Institution Type			Total Sample
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Minnesota	6 (6.8)	16 (14.0)	2 (2.2)	24
Missouri	3 (5.0)	15 (12.1)	7 (6.2)	25
Mississippi	5 (8.7)	0 (0)	0 (0.9)	5
Montana	1 (2.2)	2 (1.6)	1 (1.2)	4
Nebraska	3 (4.3)	0 (0.3)	1 (2.5)	4
Nevada	2 (1.2)	0 (0)	2 (0.6)	4
New Hampshire	3 (2.2)	2 (0.6)	6 (5.3)	11
New Jersey	5 (6.8)	8 (7.1)	7 (2.8)	20
New Mexico	1 (1.6)	1 (2.2)	0 (3.4)	2
New York	21 (18.0)	2 (0.6)	9 (9.3)	32
North Carolina	21 (20.2)	1 (0.3)	4 (3.1)	26
North Dakota	4 (1.9)	0 (0)	1 (1.9)	5
Ohio	7 (8.4)	8 (8.7)	12 (11.8)	27
Oklahoma	6 (3.7)	10 (11.5)	2 (2.5)	18
Oregon	6 (4.0)	0 (0)	1 (0.9)	7
Pennsylvania	8 (8.4)	17 (16.7)	20 (16.4)	45
Rhode Island	0 (0.6)	0 (0)	2 (2.8)	2
South Carolina	5 (7.1)	0 (2.2)	3 (2.5)	8
South Dakota	0 (0.6)	4 (3.1)	2 (3.4)	6
Tennessee	5 (4.0)	9 (13.0)	9 (4.7)	23
Texas	19 (21.7)	1 (0.9)	5 (4.7)	25
Utah	2 (2.2)	2 (1.9)	2 (2.2)	6
Vermont	2 (1.2)	0 (0)	1 (1.6)	3

Table--1 Continued

SUMMARY DATA ABOUT POSTSECONDARY SAMPLE, BY STATE

State	Institution Type			Total Sample
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Virginia	9 (9.3)	3 (6.2)	2 (2.2)	14
Washington	11 (8.7)	1 (1.6)	1 (.6)	13
West Virginia	2 (2.2)	7 (6.8)	3 (4.3)	12
Wisconsin	7 (7.4)	1 (2.2)	2 (1.9)	10
Wyoming	2 (2.2)	1 (0.6)	0 (0)	3
TOTAL	348	196	181	726

NOTE: Number in parentheses is expected size of sample.

CHAPTER 6

SURVEY DESIGN: QUESTIONNAIRE DEVELOPMENT

Five types of respondents will be surveyed at each institution as part of the mail survey. First, the president of the institution will be asked a number of questions that relate to the community and institution, the kinds of students that attend the institution, and factors that affect curriculum and instruction. Second, the person in charge of placement will be surveyed about the kinds of career guidance and placement assistance offered to students of the institution and about business interactions. Third, for each of the institutions, two programs will be chosen randomly and their chairpersons will be surveyed about their roles in and perceptions of the curriculum decision-making process. Fourth, two instructors from each of the two programs will be randomly chosen and asked about the courses they teach, facilities, instructional delivery, and their perceptions of students and colleagues. Finally, we will randomly select three students from courses being taught by the four instructors. The students will be queried about their prior educational and work experiences, their educational and occupational goals, and motivational factors.

Mail Survey Instrumentation

The text of this chapter is presented mostly in tabular form and is meant to provide justification for the various items comprising the survey questionnaires. The questionnaires themselves are presented in Appendix B.

1. Administrative Official Survey

Item	Purpose	Justification
Governance Structure		
1. and 2.	Size and structure of administrator's office	Line and staff structure is a characterization of organizational structure Ratio of total employees in office to total enrollment or total staff size measures "administrative burden"

3.	Board of directors	Size of board may be indicator of administrative efficiency Share of board from business is indication of business linkage Share elected or appointed by elected official measures independence and accountability
4.	Functions of board	Board approval of courses or programs indicates extent to which board gets involved with curriculum Board approval of membership on boards or other service agencies indicates extent to which board gets involved with faculty/staff duties Board involvement with federal fund applications indicates extent to which board is involved in resource development
Faculty		
5.	Faculty coverage under collective bargaining and tenure system	Measures unionization and tenure system, which affect instruction and institutional flexibility
6.	Factors affecting salaries	Measures relative importance of various factors as incentives for faculty--teaching quality, business interaction, collective bargaining, professional activities, and so forth
7.	Faculty turnover	Turnover measures faculty satisfaction with their jobs and quality of faculty

Factors Influencing Curriculum and Institution

8.	Goals of the institution	Gauges institution's overall philosophy among providing specific skill training (response f), upgrading basic skills (b), or providing general training (c,g)
9.	Groups that influence curriculum and instruction	Establishes importance of various people or groups in establishing or revising the curriculum and in determining instructional methods Measures extent to which CEO perceives himself or herself as influencing curriculum or instruction Measures extent to which external parties (business and industry, government agencies, etc.) influence curriculum and instruction
10.	Factors that influence curriculum and instruction	Previous question investigates <u>who</u> influences curriculum and instruction; this question investigates <u>why</u>. Items of particular interest include-- -- basic skill preparation (a) -- part-time or adjunct staff (b) -- collective bargaining (g) -- inadequate science and math background (h) -- open-entry policy (l)
11.	Program evaluation frequency	Reports how often programs are evaluated internally and externally
12.	Policies instituted or recommended to improve quality	Reports whether institution has or is considering any of a set of policies that are thought to upgrade quality Measures extent to which institution is responding to general excellence movement.

Government Funding

13. and 14	Federal vocational education or JTPA funding	Measures extent to which institution actively pursues federal funds Allows analyses to be categorized by whether institution receives Carl Perkins funds or not
15.	Request for sources and uses of funds	Allows aquisition of budget summary data from the administrator Enables calculation of the share of budget spent on particular categories to be used as explanatory variables

Linkages with External Institutions

16.	Use of facilities or instructors on campus	Determines how many and which government-funded or customized training programs use on-campus facilities and/or staff Measures linkage with business and industry (item d) or military (e)
17.	Use of staff or resources off campus	Determines degree of institutional cooperation in working with institutions off campus
18. and 19.	Co-op or internship	Measures importance placed on work experience components of education through percentage of students engaged in such activity and percentage getting credit for it
20.	Linkage with secondary schools	Determines whether institution is engaged in particular linkage activities with secondary schools; data will be compared/contrasted with high school study data

21.	Involvement with community-based economic development	Measures involvement or emphasis on economic development
22.	Involvement with regional planning group	Measures extent of regional planning being conducted by vocational education institutions; such planning should reduce duplication of services and programs and allow more resources to be brought to institutions through sharing arrangements
23.	Rank ordering of importance of linkages	Indicates the priority placed on the institution's linkages; this priority measures the importance of these external parties in influencing curricula
		Measures priority placed on working with business/industry (items c,d)

Personal Characteristics

24. through 26.	Age, gender, ethnicity	Compiles demographic characteristics about administrator
27.	Education, discipline(s)	Determines education background of administrator
		Measures how many administrators have doctorates; how many are professional educators; how many have technical/occupational education backgrounds
28.	Year highest degree completed	Measures recency of education
29.	Teaching experience	Measures teaching experience, if any, of administrator

30. through 33.	Employment history	Compiles recent employment background of administrator
		Determines whether administrator has recent work experience in private sector

Attached to the administrative official survey form is a supplement intended to collect general statistical data concerning the institution. The administrative official respondent will be advised to feel free to have an individual from the institutional research office complete the supplement.

2. Administrative Official Survey Supplement

Item	Purpose	Justification
S1. through S3.	Identification	Determines which official completes supplement
Community Characteristics		
S4.	Urban/rural	Provides general description of community
S5.	Population size	Provides general description of community
S6.	Ethnicity of population	Provides general description of community
		Allows comparison of ethnicity of enrollment to ethnicity of population
S7.	Economic disadvantagedness in community	Provides general description
Institutional Characteristics		
S8.	Enrollment/occupational vs. transfer	Measures enrollment, which will be key in comparisons across institutions; it will often be the case that statistics will be calculated as ratios with enrollment in denominator

		Measures percentage of enrollment that are part-time
		Determines percentage of enrollment in occupational versus general (or transfer) program
Student Characteristics		
S9.	Gender, ethnicity, handicapped status, LEP status, family income, family status of student body	Provides general description of students
		Measures need for special assistance for handicapped, LEP, and so forth
S10.	Admission requirements	Measures extent of open admissions
		Measures selectivity of admissions
S11.	Handicapping conditions	Provides general description
		Indicates institution's ability to educate handicapped students
S12.	Program choices of handicapped	Measures what percentage of handicapped student population require developmental programs
		Determines distribution of programs between occupational areas and transfer areas
S13.	LEP classification	Reports how institutions determine LEP status
S14.	Program choice of LEP students	Measures what percentage require developmental programs
		Determines distribution between occupational and transfer program areas

3. Placement Director Survey

Item	Purpose	Justification
Career Guidance and Student Services		
1.	Goals of career guidance or placement	Determines relative importance of placement, career guidance, and working with special populations
2.	Written plan	Determines whether a formal, written plan exists
3.	Content of written plan	Measures breadth of written plan for career guidance program
		Determines the types of skills emphasized by placement office
4.	Types of instruction	Measures percentages of students who receive instruction in certain methods of career guidance
5.	Information provision in languages other than English	Indicates institutional accommodation to LEP students
6.	Aptitude or career interest inventories	Indicates whether placement office uses formal tests and/or inventories in its career guidance activities
7.	Student career activities	Measures percentages of students that engage in various activities to assist those students in achieving career outcomes
Placement Office Characteristics		
8.	Staff size	Provides a general descriptor of placement program
9.	Waiting time	Measures typical waiting time to see a counselor
		Indicates understaffing, if present

10.	Staff activities	Measures involvement of placement staff in various activities related to and not related to career guidance Determines whether the placement office gets involved in curriculum decision making Measures how extensively placement personnel are involved with business and industry
Placement		
11.	Sources of job listings	Determines how extensively involved the placement office is in developing jobs
12.	Placement rates, by completer status	Provides key outcome variables Allows separate analysis by completer or noncompleter Determines if further education or military are considered positive placements
Personal and Job Characteristics		
13.	Experience in placement	Provides general description
14. and 15.	Education, degree	Provides general description
16.	Inservice, preservice training	Measures extent to which placement/guidance staff have been trained to meet needs of special populations
17.	Time spent on special populations	Comparison question to previous questions to determine average weekly hours spent on counseling special populations

18.	Involvement in economic development activities	Measures involvement with business and industry
		Measures whether economic development is a priority at this institution
19. through 21.	Age, gender, ethnicity	Provides general description

4. Chairperson Survey

Item	Purpose	Justification
1. through 3.	Identification	
Program Characteristics		
4.	Program enrollment	Determines size of program in student FTEs
5.	Program faculty	Measures size of faculty in program
		Determines how much reliance is placed on permanent, full-time instructors
6.	Program budget	Measures program size
		Allows examination of equity of budget per FTE enrollee; expect high tech classes to be much greater than others
7.	Program advisory committee	Provides general descriptive data about advisory committee
		Indicates how active committee is according to number of meetings held
		Indicates involvement with private sector through business and industry

Program Content

8.	Type of degree	Categorizes programs as to whether they lead to an associate degree or vocational certificate
9.	Number of courses	Provides general descriptor of program
10.	Number of program completers	Collects completion data which may be used as outcome measure for the program or department
11.	Student outcomes	Indicates retention rate
		Provides information on reasons for noncompletion (program vs. student initiative)
12.	Groups influencing curriculum and instruction (Repeats question on administrator's survey)	Confirms or disconfirms administrator's perspective on importance of various parties in curriculum decision making
		Measures extent to which chairperson perceives himself or herself as influencing curriculum or instruction
		Measures extent to which external parties (business and industry, government agencies, and others) influence curriculum and instruction
13.	Curriculum emphases on specific occupational, general, or basic skills	Measures how much emphasis (in percentage terms) is placed on specific occupational, general, or basic skills
14. through 16	Work-experience-based curriculum	Measures emphases placed on internship, cooperative education, or work-study
		Indicates how active employers are in program, for example through co-op arrangements
17.	Competency-based strategies	Identifies whether program is competency based and what types of curricular/instructional strategies are followed

18.	Hidden curriculum	Attempts to measure the alignment between official and delivered curriculum Indicates program flexibility and autonomy
19.	Factors affecting faculty salaries (Repeats question from administrator's survey)	Measures relative importance of various factors as incentives faculty--teaching quality, business interaction, collective bargaining, and so forth
20.	Staff development requirement	Open-ended question to determine what types of formal staff development requirements programs have been established Determines whether staff development is an emphasis for the program/department
21.	Staff development budget	Measures priority placed on staff development
22.	Size of instructional staff and instructor turnover	Measures permanent vs. temporary staff; full-time vs. part-time staff Measures teaching staff turnover
23.	Goals of the institution (Repeats question from administrator's survey)	Determines whether the program staff or chair agree upon the institutional mission with administration
24.	Factors influencing curriculum and instruction (Repeats question from administrator's survey)	Gives chair's perspective on factors that influence curriculum and instruction (as (as opposed to individuals, as in question 12) Determines influence of following items of particular interest: --basic skills prep. (a) --part-time staff (b) --collective bargaining (g) --poor science and math background (h) --open admissions (l)

25.	Classroom visits	Indicates emphasis on teaching quality and evaluation Measures whether evaluation differs between permanent or temporary staff
Facilities		
26.	Rank order needs	Measures priorities placed on various facility needs or deficiencies
27.	Value of contribution	Measures extent to which program benefits financially from donated equipment or facilities
28.	Harder to update--staff or facilities	Allows examination of the correlation of the two responses with institution and program characteristics
Students		
29.	Gender, ethnicity, handicapped status, LEP status, economic disadvantagedness status, family status	Provides general description of students enrolled in program Measures need for assistance to special groups
30.	Enrollment in developmental courses or special services	Measures adequacy of student preparation Gives general ability indicator of students in program
Program Improvement		
31.	Program improvement actions (Repeat question from administrator's survey)	Reports whether program has or is considering any set of policies or actions thought to upgrade quality

Personal and Job Characteristics

32. and 33.	Teaching load	Indicates whether chair also teaches and, if so, describes teaching load in terms of courses and students
34.	Inservice, preservice training	Measures extent to which chairperson has been trained to meet needs of special students
35.	Time usage outside of class	Measures time spent outside of teaching on various activities; items of particular interest: --Completing forms and administrative paper work (b) --Contacting employers (g) --Working (j,k) --Obtaining additional training (o)
36 through 38.	Age, gender, ethnicity	Provides general description
39. and 40.	Education	Provides general description Determines whether educational background matches current field
41.	Teaching experience	Provides general description
42 through 45.	Employment history	Provides general description

5. Faculty Survey

Item	Purpose	Justification
1. through 3.	Identification	

Teaching Load

4. and 5.	Courses and credit hours per week	Measures teaching load
6.	Average class size	Determines average class size for this instructor
7.	Subjects taught	Provides general description
8.	College preparation	Determines extent to which instructors may be teaching outside field of their training
9.	State certification	Reports whether state has certified instructor in subject matter taught

Instruction

10.	Influence over courses	Measures extent to which ininstructor takes part in curriculum decisions (items a and b) and how much independence or autonomy the instructor has over instructional techniques (c, d)
11.	Interaction with other individuals	Measures degree of interaction with other individuals in order to prepare instructional material
12.	Inservice or preservice training (Repeats question from chairperson's survey)	Measures extent to which instructor has been trained to meet needs of special students
13.	Grading criteria	Describes instructor's general grading policy for achievement vis-a-vis effort
14.	Tests and quizzes	Determines instructor's policy for evaluating student progress through major examinations or quizzes
15.	Types of questions on exams	Gauges what share of questions are objective vs. subjective or demonstration

16.	Writing assignment	Measures extent to which writing is emphasized in this course through student assignments
17.	Basic skill reinforcement	Measures extent to which basic reading and mathematical skills are emphasized in instructor's courses
18.	Self-reported time on task	Measures time on maintenance activities, instruction, student practice, or other activities
19.	Student recognition	Measures percentage of students recognized by awards or in-class recognition; an indicator of instructor-initiated incentives for student behavior
20.	Student evaluations	Determines whether student evaluations are used in instructor's classes Measures how useful student evaluations are in preparing for future courses
21.	Time usage outside of class	Measures time spent outside of teaching on various activities. Items of particular interest include the following: --Preparation time (item c) --Counseling students (d,e,f) --Contacting employers (g) --Working (j,k) Measures actual work week
22.	Absences	Provides a particular measure of dedication to job
23.	Number of times observed	Indicates whether program emphasizes evaluation/teaching quality

24.	Factors influencing salaries (Repeats question from administrator's survey)	Provides instructor's perspective on how salaries are determined
Institution and Students		
25.	Opinions about school atmosphere	Gauges instructor's opinions about the institutional ethos --student attitudes, cooperation, discipline, and related concerns
26.	Gender, ethnicity, handicapped status, LEP status, economic disadvantageness and family status of students in class	Provides general description of students taking instructor's courses Allows comparison to similar characteristics of students in program, students enrolled in institution, and surrounding population
Personal Characteristics		
27. through 29.	Age, gender, and ethnicity	Provides general description
30. and 31.	Education	Measures whether instructor has advanced degree and in what field
32.	Teaching experience	Provides general description
33. through 37.	Employment history	Provides general description
38.	Dropout rate	Allows dropout rate to be used as an outcome variable Measures percentage of students who are stayers, but who transfer to other programs
39.	Re-enrollment of previous dropouts	Measures the size of this phenomenon
40.	Goals of the program	Gauges program's emphases between placement, career concerns, and basic skills

41. and 42.	Job placement service	Determines whether a job placement office exists Determines what types of activities the placement office, if it exists, undertakes
43.	Demand for program	Measures extent of excess demand for program area, if any
44.	Advisory group arrangements	Provides general description of advisory committee for program area
45.	Influence of groups on curriculum	Measures extent to which particular agencies affect the curriculum--State education agencies, SOICC, employment service, local employers Measures responsiveness of program to needs of labor force
46.	Source of instructional materials or resources	Determines resources that instructor uses Indicates resourcefulness of instructor
47.	Competency-based materials (Repeats question from chairperson's survey)	Identifies whether courses are taught are competency-based and, if so, what types of curriculum and instructional strategies are followed
48. through 50.	Work-experience-based curriculum (Repeats question from chairperson's survey)	Measures instructor's involvement in internship, coop, or workstudy programs
51.	Factors influenced by business, industry, and labor	Asks explicitly how much influence business, industry, and labor have on curriculum, developing training, and providing equipment Measures extent of employer involvement in program

52.	Follow-up activities	Measures whether and, if so, how often instructor has conducted follow-up interviews with employers who have hired former students or with former students
53.	Currentness of facilities	Provides instructor's opinion about the currentness of equipment and material Measures whether outdated facilities are a problem
54.	Individualized teaching and learning	Determines whether instructor relies on individualized activities and, if so, when
55.	Special services available to students needing them	Determines extent to which program fosters or accommodates less able students

6. Student Survey

Item	Purpose	Justification
1. and 2.	Identification	
3.	Major program(s)	Provide general description Measures percentage of students with unknown major Measures percentage with multiple majors
4. through 6.	Age, gender, ethnicity	Provides general description
7.	Place of residence	Determines if a student comes from an urban or rural background
8.	Marital status	Provides general description Measures percentage of students with spouses present

9.	Number and ages of children	Provides general description
		Determines whether young children are present in family
		Measures how many individuals return to school after children leave home
10. and 11.	Independence from parents	Measures independence of students

Educational Background

12.	Type of elementary and high schools	Determines whether individual attended public or private schools which may partially explain outcomes
13.	Grades prior to high school	Allows analysis of school whether grades are an important precursor variable
14.	High school graduation date	Determines length of time from from graduation; an explanatory variable for outcomes
15.	High school program	Measures percentage of students that come from college prep, general, or vocational curriculum
16.	High school grades	Allows analyses of high school grades as indicator of adequacy of preparation and as measure of motivation
17.	Homework in high school	Indicates effort in high school
18.	Extracurricular activities	Determines which extracurricular activities individual participated in
		Determines whether individual was officer or leader in any activity

19.	Test results	Measures student ability
20.	Tenure at institution	Provides general description
21.	Factors influencing institutional choice	Rank orders four most important factors for choosing institution
		Determines motivational factors for choice of institution
22.	Full-time status	Provides general description
23. and 24.	Credits taking	Provides general description
25.	Tuition and fees	Provides general description
26. and 27	Loan or scholarship	Determines student's financing arrangement; an indicator of motivation
28.	Developmental courses	Determines whether student has taken any developmental courses, courses on how to study, or career/employability skill development courses
29.	Grades	Provides general description
30. and 31.	Hours of studying	Measures student effort outside of class in course of interest
32.	Educational aspirations	Identifies students' goals to be used as indicators of motivation
33.	Extracurricular activity participation	Determines which extracurricular activities individual participates in
		Determines whether student is officer or leader in any extracurricular activities
34. and 35.	Internship or cooperative education participation	Determines whether student participates in and receives credit for work experience
		Identifies relevance of work experience

36.	Individualized courses	Measures extent of individualized instruction as reported by students
37.	Opinions about school atmosphere	Gauges student's opinions about school climate, facilities, and placement information
38.	Self-reported completion expectation	Measures how many stuents think they will complete their programs
		Determines primary reasons why students do not complete
39. through 44.	Prior postsecondary attendance	Obtains information about prior enrollment in a postsecondary setting
		Measures extent of reverse transfer phenomenon
		Describes various characteristics of prior postsecondary experiences
Military		
45. through 49.	Military background and training	Obtains information about military service and training
Employment History		
50. through 59.	Current job	Obtains information about student's current job; relevance to education and employer knowledge and support for educational endeavor
60. through 64.	Employment history	Provides general description
Government-Sponsored Training		
65. through 67.	Government-sponsored training	Obtains information about government-sponsored training participation; and, if so, which programs

68.	Handicapping condition	Determines if students have any disabilities and, if so, if they affect motivation
69.	Family income	Provides general description

Locating Information

70. through 75.	Location information	Provides information that will facilitate follow-up data collection

Case Study Instrumentation

The underlying purpose of the case studies is to delve as thoroughly as possible into institutional decision making and student behavior occurring in postsecondary settings. Case studies go beyond the factual information collected in the mail surveys. In order to make comparisons across sites, the project staff has developed semi-structured interview forms to guide the on-site data collection. The observers will be trained to use the interview forms as rough guides for interviews but to spend more time in areas that warrant them. At each site, the president of the institution, the individual in charge of placement activities, the two chairpersons selected for the sample, four faculty members, students, and employers familiar with the programs will be interviewed. In addition, classrooms or work station instruction will be observed. This section of the chapter will present a rationale for the various questions comprising the interview forms.

1. Administrative Official Interview Form

Item	Purpose	Justification
Administrative Structure		
1.	Administrative agency overseeing institution	Documents administrative agencies that oversee the institution. In general, the goal is to understand the governance structure in the state and to gauge how intrusive state or locality oversight is as perceived by the institution. Respondent may discuss autonomy and independence
2.	Advisory board/board of directors	Determines the constituency of the board, how accountable it is to whom, and how active it is in governance matters

3. and 4.	Structure of office/ staff	Provides understanding of the organizational structure of the administration
Curriculum Decision making		
5.	Process for changing curriculum	Provides for an understanding of all of the steps necessary to implement a change in the curriculum. Furthermore, it investigates how long the process takes, and what external parties are involved. In short, the purpose is to gauge institutional flexibility and responsiveness in its curriculum decision making
6.	Program evaluation	Determines the effectiveness of the institution's evaluation
7.	Institutional decision making under budget tightening	Determines whether the institution have experienced recent periods of budget tightness and to understand the institutional decision-making process. Who gets involved? How are priorities set?
Linkages with Business/ Economic Development		
8.	Interaction with business/industry/ labor	Determines how much emphasis the institution places on developing linkages with the private sector. It further determines whether such linkages are formally encouraged through salaries or staff evaluations
9.	Participation in JTPA, penal institutional programs, military training, or customized training	Measures outreach of the intion to external training functions funded by industry (customized training) or the government; specifies precise linkages that may be alluded to in prior questions

10.	Economic development activities	Determines how much emphasis is placed on economic development activities by the institution as well as to inventory the ways in which the institution contributes to economic development
Developmental Programs/ At-Risk Students		
11. and 12.	Institutional support for at-risk students	Inventories the mechanisms by which the institution supports special population groups such as ESL, handicapped, economically disadvantaged. Extent to which administrator discusses and emphasizes those support mechanisms indicates the priority placed on these students by the institutions
Staying Current		
13.	Staff development	Determines emphasis placed on faculty and staff development; probes into barriers to such activities as well as successful policies and incentives
14.	Equipment investment decision making	Uncovers problems which institution might have in funding equipment; documents how decisions are made across departments
15.	Difficulty in keeping equipment and staff up to date	Determines whether it is more difficult to keep to equipment or staff current and why
Leadership		
16.	Leadership traits	Describes leadership style of administrator. Is that person task or people oriented? Does the administrator see his or her role as setting the course or managing-day-to day activities?

17.	Job satisfaction	Determines satisfaction of administrator in his or her job. Respondent will discuss both positive and negative attributes of the job
Innovation		
18.	Innovative programs practices	Allows dissemination of information about innovative practices or programs gained from administrators
19.	Responses to excellence concerns	Documents whether institution is responding to the general movement toward excellence in education through upgrading admission, grading, or staffing policies

2. Director of Placement Interview Form

Item	Purpose	Justification
Curriculum Decision Making		
1.	Organizational structure	Investigates placement's relationship and interaction with administration and academic departments, since placement is often a part of student services office
2.	Input into curriculum decision making	Determines level of involvement of placement director in curriculum decision making
Business/Industry and Other External Interactions		
3. and 4.	Contact with business/industry	Documents business/industry contacts with that are for job development or student follow-up purposes
5.	Prescreening interviews	Determines whether placement office conducts screening interviews or preselects job candidates for employers; an indication of responsiveness to employers

6.	Interaction with other education and training institutions	Documents whether placement staff interact with other schools or government agencies as part of their job-related duties
Student Career Development		
7.	Involvement with co-operative or work study programs	Probes for role of placement staff in cooperative work experiences or internship programs
8. and 9.	Career guidance activities	Investigates types of activities offered and extent to which they are in place to assist students in identifying career interests and developing career skills
10.	Effect of open enrollment policy on guidance	Determines whether open enrollment results in more incoming student assessment or makes it more difficult to provide career guidance
11.	Training-related placements	Provides placement director's perspective on training-related placements and offers her or him an opportunity to discuss what factors influence that placement rate. Placement director may critique institutional methodology for collecting and reporting placement data
Personal and Job Characteristics		
12.	Time spent counseling as opposed to guidance	Measures extent to which placement officials spend their time dealing with student personal problems rather than in providing placement or career-oriented guidance
13.	Educational background	Provides general description

14.	Staff development	Determines whether placement staff engage in professional development activities and how much support they receive from the institution. Issue may be brought out about differential between academic staff and support staff
15.	Job satisfaction	Determines job satisfaction of placement director. Respondent will discuss both good and bad aspects of job

3. Department Chair Interview Form

Item	Purpose	Justification
Curriculum Decision Making		
1.	Process of curriculum development and revision	Enables understanding of the processes followed in implementing a curriculum change or revision. It further investigates how long the process takes and what external parties, if any, are involved. This question complements the similar question on the administrative official's interview form; department chair will focus on the initiation of the process among departmental faculty before it reaches committees and paperwork
2.	Advisory committee	Determines the constituency of the committee, how it is selected and by whom, and how active it is in curriculum matters
Faculty Issues		
3.	Hiring policies and procedures	Documents hiring procedures; reports how extensive a search is typically conducted, what sorts of qualifying standards are used, and how many individuals are involved in the process

4.	Use of part-time staff	Documents experiences with part-time or adjunct staff and discusses the advantages and disadvantages of using such personnel
5.	Staff development, staff evaluation, and salary determination	Describes involvement in staff development, evaluation, and salary determination processes. Documents how these processes are conducted. Indicates relative importance of professional activities and teaching capability in evaluations and salary determination
	Business/Industry and Other External Interactions	
6.	Contact with business/ industry	Documents chair's contacts with business/industry
7.	Follow-up information from business	Asks specifically the extent to which employers are interviewed about program graduates that have been placed. In addition, chair will list 5 businesses that have hired graduates, from which two or three will be selected to be interviewed by phone
8.	Interaction with other education and training institutions	Documents whether chair interacts with other schools or training agencies as part of his or her job-related duties; Of particular interest are contacts with other schools--secondary, other vocational, or four-year institutions
	Students	
9.	Effect of open enrollment policy on program	Determines whether chair feels that open enrollment policy has influence on program
10.	Training-related placements	Determines whether chair keeps track of placements, which would indicate emphasis on placement. Offers chair an opportunity to discuss factors that affect placement

11.	Co-op or work-study study program	Determines whether program has an internship or cooperative work experience requirement and program's experience with such programs

Job Description and Satisfaction

12.	Funding policy and budget	Determines how department sets its budget and makes decisions; describes role played by chair in decision-making process
13.	Contribution to department	Determines priorities and emphases of chair and documents innovative practices or policies. Indicates leadership style of department chair
14.	Job satisfaction	Determines job satisfaction of department chair. Respondent will discuss both good and bad aspects of job

4. Instructor Interview Form

Item	Purpose	Justification
1.	Faculty input to curriculum decision making	Determines extent of effective input by faculty in decision making. Describes process within department and interaction among faculty
2.	Input into course content and instructional materials	Gauges instructor's independence in selecting precise materials and content for courses and degree to which peers influence the selection process. Tests notion of "ownership" of courses
3.	Department/institutional support for instructional requirements	Assesses adequacy of materials, equipment, and instructional techniques. Indicates instructor's emphasis on basic skills

4.	Basic skills enhancement and reinforcement	Documents instructor's procedures or lack of procedures for addressing basic skills development. Indicates instructor's emphasis on basic skills
Student Characteristics		
5.	Student motivation and effort to learn	Describes student motivational factors which will be analyzed by age, gender, or other characteristics. Respondent will likely discuss changes in motivation over time
6.	Supportive services to help instruction of special populations	Determines whether the institution offers services or resources to help faculty address barriers faced by handicapped, ESL, and other disadvantaged students. Indicator of emphasis placed on access and equity
7.	Adequacy of career information supplied to students	Evaluates the adequacy of the career information available to students and to provide suggestions for improvement
8.	Follow-up/follow-through data on students	Determines whether instructor is aware of any follow-up activities related to students such as program satisfaction surveys or placement information
Job Characteristics and Satisfaction		
9.	Time usage	Determines time spent on instructional preparation and delivery and documents demands on time apart from instruction
10.	Contact with business/ industry	Documents instructor's involvement with business/ industry, e.g., "return to work" programs

11.	Professional development	Determines what activities instructors undertake to stay current and how much support they receive from the program and institution
12.	Job satisfaction	Describes job satisfaction and discusses good and bad aspects of job

5. Student Interview Form

This form is intended to guide a group discussion (i.e., one interviewer and 3-4 students).

Item	Purpose	Justification
Motivational Factors		
1.	Major/program	Provides background description
2.	Why taking this course	Enables understanding of reasons for choosing to enroll in the course being observed. Most often, it will be a requirement, but sometimes it may be because of instructor, personal interest, or other preferences
3.	Educational goals	Allows for understanding of reasons for attending post-secondary schooling
4.	Career goals	Enables understanding of students' career choices and motivation for those choices. From responses, the amount and accuracy of information that is based on these choices may be evaluated
5.	Institutional choice	Enables understanding of students' reasons for choosing this particular institution. Provides evidence on the students' perceptions of the education they are receiving as well as perceptions of the information they had concerning the institution at the time of deciding to attend

6. and 7.	Reliable information about institution	Probes into reliability and validity of the information that students received prior to enrolling. Determines students' expectations about difficulty of classwork and specific expectations about placement
8.	Student feedback	Obtains students' perspectives about whether the school or program seeks and listens to student feedback. Indication of student-learning focus within program
Factors Affecting Student Programs		
9.	Problems faced in attending	Inventories the problems and and barriers that are affecting students' progress through institution. Specific probe about how much support, if any, is received from current employer
10.	Opinions about why students fail to complete	Enlists student perceptions about why the largest share of postsecondary occupational program attendees fail to complete program
Comments about Course		
12.	General comments about about course	Documents general comments about the course, particularly focusing on content
13.	Comments about instructor	Derives opinions about instructor's style of teaching, emphases, amount of work, tests, and so forth
14.	Specific suggestions for improvement	Enables understanding of students' preferences about instructional style and opinions about openness of instructor to opinions about course

6. Employer Interview Form

This form is intended to guide a brief telephone interview with two or three employers randomly chosen from the list of employers provided by the chairperson.

Item	Purpose	Justification
General Information		
1.	Types of postions and number of hires	Provides general description
2.	Recruitment methods	Determines degree of interaction that employer has with institution. Co-op programs and internships imply that employer works with institution closely
Opinion of the Institution		
3.	Relevance of program content	Captures employer's opinion about relevance and nonrelevance of the program content
4.	Quality of instructors	Determines employer's opinions about the quality of instructors. Do some instructors over-emphasize theory, for instance? Are instructors generally up to date?
5.	Quality of equipment	Gauges employer opinion about quality and currentness of equipment and facilities at institution
6.	Amount of on-the-job training required	Determines the amount of on-the-job training needed by individuals hired from this institution relative to graduates from other postsecondary institutions and employees who have not completed any postsecondary programs

7.	Comparisons of productivity, turnover, promotion	Reports whether program completers from this institution differ from other employees along the lines of productivity, turnover, or promotion
8.	Basic skills	Determines whether graduates of this institution have adequate basic skills

Linkage with Postsecondary Institution

9.	Advisory committee or other involvement in curriculum decision making	Determines extent to which employer may be involved in curriculum decision making either through advisory committee involvement or otherwise
10.	Needs assessment	Determines whether training needs of this employer were communicated to the institution formally or informally so that they could influence curriculum
11.	Exchange of personnel	Determines whether linkage exists in the form of instructors visiting the employer or employer staff acting as guest lecturer/presenter
12.	Program improvement	Solicits employer's specific suggestions about program improvement

CHAPTER 7

SURVEY DESIGN: PROCEDURES

Chapters 3 and 5 presented the methodology for listing the universe of institutions and selecting the sample to be surveyed. This chapter describes the data collection procedures to be followed given that sample.

Mail Survey Procedures

Catalogs and course listings from all of the institutions that comprise the sample have been requested. As the catalogs are received, a list of occupational programs offered by the institution will be compiled. Use will be made of the typology presented in Standard Terminology for Curriculum and Instruction in Local and State School Systems, U.S. Office of Education, Publication #23052 to categorize the programs. When the list is completed, two programs at each institution will be randomly selected for data collection.

After the program selection has occurred, a letter will be sent to the president of the institution. The letter will indicate to him or her that the institution has been selected for this survey and request that he or she appoint an individual to act as a liaison for the mail survey. The correspondence with the president will indicate that this survey is endorsed by the organizations mentioned in chapter 4. Subsequent correspondence will be with the liaison. That correspondence will include sending the list of programs compiled from the catalog for verification. If changes in the list are necessary, the program areas will be resampled. The correspondence will also include sending the liaison the survey forms for distribution and sending an instruction manual to help the liaison respond to any questions or concerns raised by the various respondents. Since the liaison, the faculty and student respondents will be remunerated, another focus of the correspondence will be to establish the terms and conditions of this remuneration.

The institutional liaison will be responsible for monitoring the responses of the various individuals at his or her institution. He or she will collect the responses and follow-up with nonrespondents, as necessary. The liaison will be instructed to mail in the completed surveys on a weekly basis, so that data entry and processing may begin.

Case Study Procedures

The above scenario will hold for all of the sampled institutions, except for the 50 chosen for the case studies. As described above, those 50 will be selected on a judgmental basis. (The catalogs will be an important source of information for choosing the case studies in addition to listing the institution's programs.) For the case study sample, the institution's chief executive officer will be contacted by telephone to request access and determine whether there are any time periods during which visitation to the institution would not be advisable. These 50 schools will be a subset of the sample, so the programs or departments to be observed will be randomly selected, as described above.

As access to these institutions is gained, the project director will tentatively schedule a particular observer. Prior to any of the site visits, a thorough training session for all of the observers will be conducted. There will be a 2-day, 16-hour training session to introduce the project study, discuss all data collection instruments, practice using the instruments, and generally prepare observers for on-site visitations. An introduction and overview will be given to the trainees by the project director. A copy of all instruments used for data collection will be given to the trainees and the relevance and uses of each item of data will be discussed. The trainees will be oriented to their data collection responsibilities through a discussion of a prototype on-site schedule. The greater part of the training time will be spent observing mock interviews and participating in practice interviews. This will be the most important training activity because the key outcome of the training will be interobserver reliability. Indeed, without adequate convergence of ratings and judgments, the training time will be extended. Time also will be spent on travel arrangements, financial matters, and general interviewer protocol.

The case studies will begin after the training session. The case studies will be conducted in person and will be semi-structured as indicated by the questions comprising the interview forms appended. Each observer will be on site for a 5-day period, over which the observer will personally interview the following individuals: an administrative official, placement director, department or program chairs (two), faculty (four), and students (four group interviews). In addition, the observer will conduct a telephone interview with two or three local employers. In addition to the interviews, the observer will be responsible for having the various informants complete the survey forms and will observe several periods of classroom instruction. Total interview and observation time will be between 15-24 hours, as shown in exhibit 3.

EXHIBIT 3

APPROXIMATE INTERVIEW/OBSERVATION TIME PERIODS

Informant	Approximate Time
Administrator	1 hour
Placement Director	1/2 - 1 hour
Department Chair (2)	1/2 - 1 hour, each
Faculty (4)	1/2 - 1 hour, each
Students (4 groups of 3)	1/2 hour, each
Employer (2-3)	15 - 30 minutes, by telephone, each
Classroom observation (Week's class periods for 4 faculty)	8 - 12 hours, total
TOTAL	15 - 24 hours

The visits will be scheduled in advance; site visit schedules will obviously depend on respondents' availabilities. To give the reader some notion of scheduled activities, however, the following is offered as what is expected to be a typical week:

Day 1:	9:00 a.m.	Arrive at institution; orient self; reconfirm schedules
	10:00 a.m.	Interview administrative official
	12:30 p.m.	Interview faculty I
	1:00 p.m.	Observe I's class period
	3:30 p.m.	Interview department chair I
	5:00 p.m.	Interview faculty II
	5:45 p.m.	Observe II's class period
Day 2:	8:15 a.m.	Interview faculty III
	9:00 a.m.	Observe III's class period
	10:00 a.m.	Interview placement director
	1:00 p.m.	Interview department chair II
	6:30 p.m.	Interview faculty IV
	7:00 p.m.	Observe IV's class period
Day 3:	9:00 a.m.	Make telephone interviews of employers
	1:00 p.m.	Observe I's class period
	2:00 p.m.	Interview students of I
	5:45 p.m.	Observe II's class period
	8:00 p.m.	Interview students of II
Day 4:	9:00 a.m.	Observe III's class period
	10:30 a.m.	Interview students of III
	1:00 p.m.	Complete employer telephone calls; follow-up on outstanding surveys
	6:30 p.m.	Interview students of IV
	7:00 p.m.	Observe IV's class period
Day 5:	9:00 a.m.	Observe I's class period
	rest of day	Complete interviews; collect surveys
	3:00 p.m.	Exit protocol; leave institution

Each observer's reporting responsibilities will include turning in completed interview forms and completing a very brief summary of the most important impressions. After the observer brings back the survey data and completed interview forms, data processing will begin.

Reporting Procedures

The data from the mail survey will generally be of a quantitative, factual nature, and so the analyses to be undertaken will involve statistical techniques. The techniques can be categorized at three levels: descriptive statistics, crosstabular analyses, and inferential statistical analyses. These three levels are hierarchical in the extent to which they involve causality or correlation. The descriptive statistics to be

generated do not involve statements of causality or correlation. They will provide frequency distributions and distributional statistics such as means, medians, and extrema. The crosstabular analyses will begin to explore causality by analyzing the data to look for specific patterns of variation. For example, most variables will be tabulated by institution type, by enrollment size, and by geographic region because we expect to find systematic differences in characteristics or structures across the types of institutions, sizes of institution, and regions. Finally, a limited number of inferential statistical models that explicitly suggest causality will be estimated. For example, regression analyses on outcome data such as completion rates in which the independent variables will include institutional characteristics such as age, size, faculty characteristics, indicators of business involvement in curriculum decision making, indicators of instructional quality, and so forth will be performed.

The case study data will be of a more qualitative nature, and so a different type of analysis is appropriate. Each observer will complete a case report that will be comprised of a compilation of the various interview forms together with brief summaries of the most salient events or significant comments made by respondents in the opinion of the observer. For example, in the pretest of the instruments, the administrative official of a vocational-technical institute remarked that the institution had contracted to serve JTPA clients and had offered customized training programs for local businesses, but that the institution placed "100 times more emphasis on customized training than on JTPA." The same official noted that under the institution's particular funding circumstances, maintaining up-to-date facilities and equipment was reasonably easy, but that from an administrative point of view, "staff development was a far more difficult problem to resolve." These types of statements are rich sources of hypotheses to test with the quantitative data, particularly if consistency is observed across the case studies.

Each of the case study reports will be entered onto a microcomputer within text retrieval software such as SUPERFILE. The different interviews within the same institution will be compared to identify how perceptions vary according to role within the institution--administrators, chair, faculty, or student. More importantly, however, the data will be compared and contrasted across institutions in an attempt to identify factors that are consistent in their influence on curriculum and instruction across the various institutional environments.

Both the quantitative data and case study data analyses will be integrated into a final report. This report will document the data collection procedures, but its main emphasis will be on the factors that influence organizational decision making regarding curriculum content and instructional delivery and on student motivation. The tables and frequency distributions from the quantitative analyses will be provided in an appendix to the report. The product will also contain an executive summary.

APPENDIX A

UNIVERSE OF PUBLIC AND INDEPENDENT INSTITUTIONS OFFERING POSTSECONDARY OCCUPATIONAL EDUCATION

(Sample Denoted)

STATE=AK

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1	JUNEAU	ALASKA JUNEAU, UNIV OF	3	NO
2	SEWARD	ALASKA VOCATIONAL-TECHNICAL CENTER	2	NO
3	ANCHORAGE	ANCHORAGE CC	1	YES
4	SITKA	ISLANDS CC	1	NO
5	SOLDOTHNA	KENAI PENINSULA CC	1	YES
6	KETCHIKAN	KETCHIKAN CC	1	YES
7	KODIAK	KODIAK CNTY COLLEGE	1	YES
8	KOTZEBUE	KOTZEBUE TECHNICAL CENTER NW ARCTIC SCH	1	YES
9	KOTZEBUE	KOTZEBUE TECHNICAL CENTER NW ARCTIC SCHO	1	NO
10	BETHEL	KUSKOKWIM CC	1	YES
11	PALMER	MATANUSKA-SUSITNA CC	1	NO
12	NOME	NORTHWEST CC	1	YES
13	VALDEZ	PRINCE WILLIAM SOUND COMMUNITY COLLEGE	1	NO
14	SITKA	SHELDON JACKSON COLLEGE	3	YES
15	FAIRBANKS	TANANA VALLEY CC	1	NO

STATE=AL

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
16	BIRMINGHAM	ALABAMA AT BIRMINGHAM,U	3	NO
17	MONTGOMERY	ALABAMA CHRISTIAN COLLEGE	1	NO
18	DSDEN	ALABAMA TECHNICAL COLLEGE	2	NO
19	ALEXANDER CY	ALEXANDER CITY STATE JC	1	NO
20	ATMORE	ATMORE STATE TECHNICAL INSTITUTE	2	YES
21	BESSEMER	BESSEMER ST TECH COL	2	NO
22	FAYETTE	BREWER STATE JR COLLEGE	1	YES
23	TUSCALOOSA	C. A. FREDD STATE TECHNICAL COLLEGE	2	YES
24	MOBILE	CARVER STATE TECHNICAL COLLEGE	2	NO
25	PHENIX CITY	CHATTAHOOCHEE VALLEY CC	1	NO
26	EUFALA	CHAUNCEY SPARKS ST TECH	2	YES
27	OPP	DOUGLAS MACARTHUR ST TE C	2	NO
28	TALLADEGA	E H GENTRY TECHNICAL FACILITY	2	NO
29	ENTERPRISE	ENTERPRISE ST JR COLLEGE	1	YES
30	BAY MINETTE	FAULKNER STATE JR COLLEGE	1	YES
31	HUNTSVILLE	FAULKNER UNIVERSITY-HUNTSVILLE	1	NO
32	GADSDEN	GADSDEN STATE JR COLLEGE	1	YES
33	GADSDEN	GADSDEN STATE TECHNICAL INSTITUTE	2	NO
34	DOTHAN	GEO C WALLACE ST CC-DOTHN	1	NO
35	HANCEVILLE	GEO C WALLACE ST CC-HANCE	1	NO
36	SELMA	GEO C WALLACE ST CC-SELMA	1	NO
37	ANNISTON	HARRY M AYERS ST TECH C	2	NO
38	THOMASVILLE	HOBSON STATE TECH C	2	NO
39	HUNTSVILLE	J F DRAKE ST TECH	2	NO
40	DEATSVILLE	J. F. INGRAM STATE TECHNICAL COLLEGE	2	NO
41	BREWTON	JEFFERSON DAVIS STATE JC	1	NO
42	BIRMINGHAM	JEFFERSON ST JR COLLEGE	1	NO
43	DECATUR	JOHN C CALHOUN ST CC	1	NO
44	MONTGOMERY	JOHN M PATTERSON ST TECH	2	NO
45	BIRMINGHAM	LAWSON STATE CMTY COLLEGE	1	YES
46	LIVINGSTON	LIVINGSTON UNIVERSITY	3	YES
47	ANDALUSIA	LURLEEN B WALLACE ST JC	1	YES
48	OPP	MACARTHUR STATE TECH COLLEGE	2	NO
49	MOBILE	MOBILE COLLEGE	3	YES
50	MUSCLE SHOALS	MUSCLE SHOALS ST TECH C	2	NO
51	CHILDERSBURG	N F NUNNELLY ST TECH C	2	NO
52	HAMILTON	N W ALA ST TECH COLLEGE	2	NO
53	RAINSVILLE	NTHEST ALA ST JR COLLEGE	1	NO
54	PHIL CAMPBELL	NTHWST ALA ST JR COLLEGE	1	NO
55	HUNTSVILLE	OAKWOOD COLLEGE	3	NO
56	OPELIKA	OPELIKA STATE TECHNICAL COLLEGE	2	YES
57	MONROEVILLE	PATRICK HENRY STATE JC	1	YES
58	EVERGREEN	REID STATE TECHNICAL C	2	YES
59	MOBILE	S. D. BISHOP ST JC	1	YES
60	BIRMINGHAM	SAMFORD UNIVERSITY	3	YES
61	TUSCALOOSA	SHELTON ST CMTY COLLEGE	1	YES
62	BOAZ	SNEAD STATE JR COLLEGE	1	NO
63	OPELIKA	SOUTHERN UNION ST JR COL OPELIKA CAM	1	NO
64	TUSKEGEE	SOUTHERN VOCATIONAL COLLEGE	2	NO
65	MOBILE	SOUTHWEST ST TECH COL	2	YES
66	EUFALA	SPARKS STATE VOC-TECH SCHOOL	2	NO
67	WADLEY	STHN UNION ST JR COLLEGE	1	YES
68	MONTGOMERY	TROY STATE U MONTGOMERY	3	NO
69	TROY	TROY STATE UNIV MAIN CAM	3	YES
70	SUMITON	WALKER STATE TECH C	2	NO

STATE=AR

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
71	LITTLE ROCK	ARK AT LITTLE ROCK,U OF	3	NO
72	LITTLE ROCK	ARK MED. SCI CAMPUS,U OF	3	YES
73	PINE BLUFF	ARKANSAS PINE BLUFF,U OF	3	NO
74	BEEBE	ARKANSAS STATE U BEEBE BR	1	NO
75	STATE UNIV	ARKANSAS STATE U MAIN CAM	3	YES
76	RUSSELLVILLE	ARKANSAS TECH UNIVERSITY	3	NO
77	OZARK	ARKANSAS VALLEY VOCATIONAL-TECHNICAL SCH	2	NO
78	MONTICELLO	ARKANSAS-MONTICELLO,U OF	1	NO
79	POCAHONTAS	BLACK RIVER VOCATIONAL-TECHNICAL SCHOOL	2	YES
80	CONWAY	CENTRAL ARKANSAS,U OF	3	NO
81	CONWAY	CENTRAL BAPTIST COLLEGE	1	NO
82	DE QUEEN	COSSATOT VOCATIONAL-TECHNICAL SCHOOL	2	NO
83	BURDETTE	COTTON BOLL VOCATIONAL-TECHNICAL SCHOOL	2	YES
84	FORREST CITY	CROWLEY'S RIDGE VOCATIONAL-TECHNICAL SCH	2	NO
85	MARKED TREE	DELTA VOCATIONAL-TECHNICAL SCHOOL	2	NO
86	FOREST CITY	EAST ARK CMTY COLLEGE	1	NO
87	SEARCY	FOOTHILLS VOCATIONAL-TECHNICAL SCHOOL	2	NO
88	CROSSETT	FOREST ECHOES VOCATIONAL-TECHNICAL SCHOO	2	NO
89	HOT SPRINGS	GARLAND CO CMTY COLLEGE	1	YES
90	BATESVILLE	GATEWAY VOC-TECH SCHOOL	2	NO
91	MC GEHEE	GREAT RIVERS VOCATIONAL-TECHNICAL SCHOO	2	YES
92	MC GEHEE	GREAT RIVERS VOCATIONAL-TECHNICAL SCHOOL	2	NO
93	SEARCY	HARDING U MAIN CAM	3	NO
94	ARKADELPHIA	HENDERSON ST UNIVERSITY	3	NO
95	SILOAM SPG	JOHN BROWN UNIVERSITY	3	NO
96	WEST MEMPHIS	MID-SOUTH VO-TECH SCHOOL	2	NO
97	BLYTHEVILLE	MISS CO CMTY COLLEGE	1	YES
98	HARRISON	NORTH ARKANSAS CC	1	YES
99	SPRINGDALE	NORTHWEST VOCATIONAL SCHOOL	2	NO
100	EL DORADO	OIL BELT VOCATIONAL-TECHNICAL SCHOOL	2	NO
101	MALVERN	OUACHITA VOCATIONAL-TECHNICAL SCHOOL	2	NO
102	MELBOURNE	OZARKA VOCATIONAL-TECHNICAL SCHOOL	2	NO
103	MORRILTON	PETIT JEAN VOCATIONAL-TECHNICAL SCHOOL	2	YES
104	HELENA	PHILLIPS CO CMTY COLLEGE	1	NO
105	PINE BLUFF	PINES VOCATIONAL-TECHNICAL SCHOOL	2	NO
106	N LITTLE ROCK	PULASKI VOCATIONAL TECHNICAL SCHOOL	2	YES
107	HOT SPRINGS	QUAPAW VOCATIONAL-TECHNICAL SCHOOL	2	NO
108	HOPE	RED RIVER VOCATIONAL-TECHNICAL SCHOOL	2	NO
109	DEWITT	RICE BELT VOC TECH SCH	2	YES
110	MENA	RICH MOUNTAIN CC	2	NO
111	N LITTLE ROCK	SHORTER COLLEGE	1	NO
112	WALNUT RIDGE	SOUTHERN BAPTIST COLLEGE	1	YES
113	EL DORADO	STHN ARK U EL DORADO BR	3	NO
114	MAGNOLIA	STHN ARK U MAIN CAMPUS	3	YES
115	CAMDEN	STHN ARK U TECH BRANCH	1	NO
116	HARRISON	TWIN LAKES VOCATIONAL-TECHNICAL SCHOOL	2	YES
117	FORT SMITH	WESTARK COMMUNITY COLLEGE	1	NO
118	NEWPORT	WHITE RIVER VOCATIONAL-TECHNICAL SCHOOL	2	NO

STATE=AZ

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
119	YUMA	ARIZONA WESTERN COLLEGE	1	NO
120	COOLIDGE	CENTRAL ARIZONA COLLEGE	1	YES
121	WINKELMAN	CENTRAL ARIZONA COLLEGE	1	YES
122	DOUGLAS	COCHISE COLLEGE	1	NO
123	THATCHER	EASTERN ARIZONA COLLEGE	1	NO
124	GANADO	GANADO,COLLEGE OF	1	NO
125	GLOBE	GILA PUEBLO COLLEGE	1	YES
126	GLENDALE	GLENDALE CMTY COLLEGE	1	NO
127	PHOENIX	MARICOPA TECH CC	1	NO
128	MESA	MESA COMMUNITY COLLEGE	1	NO
129	RIVIERS	MOHAVE COMMUNITY COLLEGE	1	YES
130	LAKE HAVASU	MOHAVE COMMUNITY COLLEGE	1	YES
131	LAKE HAVASU	MOHAVE COMMUNITY COLLEGE	1	YES
132	TSAILE	NAVAJO COMMUNITY COLLEGE	1	YES
133	HOLBROOK	NORTHLAND PIONEER COLLEGE	1	YES
134	PHOENIX	PHOENIX COLLEGE	1	NO
135	TUCSON	PIMA COMMUNITY COLLEGE	1	NO
136	PHOENIX	RIO SALADO CC	1	YES
137	MESA	RIO SALADO CC-AREA EAST	1	NO
138	SCOTTSDALE	SCOTTSDALE CMTY COLLEGE	1	NO
139	PHOENIX	SOUTH MOUNTAIN CMTY C	1	NO
140	PRESCOTT	YAVAPAI COLLEGE	1	YES

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STATE=CA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
141	ALAMEDA	ALAMEDA, COLLEGE OF	1	NO
142	SANTA MARIA	ALLAN HANCOCK COLLEGE	1	NO
143	SACRAMENTO	AMERICAN RIVER COLLEGE	1	NO
144	LANCASTER	ANTELOPE VALLEY COLLEGE	1	NO
145	BAKERSFIELD	BAKERSFIELD COLLEGE	1	YES
146	BARSTOW	BARSTOW COLLEGE	1	YES
147	OROVILLE	BUTTE COLLEGE	1	YES
148	APTOS	CABRILLO COLLEGE	1	NO
149	REDWOOD CITY	CANADA COLLEGE	1	NO
150	VALENCIA	CANYONS, COLLEGE OF THE	1	NO
151	LAKE VIEW TERR	CASA LOMA COLLEGE	1	NO
152	NORWALK	CERRITOS COLLEGE	1	YES
153	RIDGECREST	CERRO COSO CMTY COLLEGE	1	NO
154	LIVERMORE	CHABOT VALLEY CAMPUS	1	NO
155	ALTA LOMA	CHAFFEY COMMUNITY COLL	1	YES
156	ORANGE	CHAPMAN COLLEGE	3	NO
157	GLENDORA	CITRUS COLLEGE	1	NO
158	AZUSA	CITRUS COLLEGE	1	NO
159	SAN FRANCISCO	CITY COLLEGE OF SAN FRANCISCO	1	YES
160	FOUNTAIN VLY	COASTLINE CMTY COLLEGE	1	YES
161	SAN DIEGO	COLEMAN COLLEGE	3	NO
162	COLUMBIA	COLUMBIA C-COLUMBIA	1	NO
163	COMPTON	COMPTON CMTY COLLEGE	1	YES
164	SAN PABLO	CONTRA COSTA COLLEGE	1	NO
165	SACRAMENTO	COSUMNES RIVER COLLEGE	1	NO
166	YUCAIPA	CRAFTON HILLS COLLEGE	1	NO
167	SN LUIS OBSPO	CUESTA COLLEGE	1	NO
168	EL CAJON	CUYAMACA COLLEGE	3	YES
169	CYPRESS	CYPRESS COLLEGE	1	NO
170	DAVIS	D-Q UNIVERSITY	1	YES
171	CUPERTINO	DE ANZA COLLEGE	1	NO
172	PALM DESERT	DESERT, COLLEGE OF THE	1	NO
173	PLEASANT HILL	DIABLO VALLEY COLLEGE	1	NO
174	ROSEMEAD	DON BOSCO TECHNICAL INST	1	NO
175	MONTEREY PARK	EAST LOS ANGELES COLLEGE	1	NO
176	TORRANCE	EL CAMINO COLLEGE	1	NO
177	SAN JOSE	EVERGREEN VALLEY COLLEGE	1	YES
178	QUINCY	FEATHER RIVER COLLEGE	1	YES
179	LOS ALTOS HLS	FOOTHILL COLLEGE	1	NO
180	FRESNO	FRESNO CITY COLLEGE	1	NO
181	FRESNO	FRESNO CITY COLLEGE VOCATIONAL TRAINING	1	YES
182	FULLERTON	FULLERTON COLLEGE	1	NO
183	GILROY	GAVILAN COLLEGE	1	NO
184	GLENDALE	GLENDALE CMTY COLLEGE	1	NO
185	HUNTINGTN BCH	GOLDEN WEST COLLEGE	1	NO
186	EL CAJON	GROSSMONT COLLEGE	1	NO
187	SAN PEDRO	HARBOR OCCUPATIONAL CENTER	2	NO
188	SALINAS	HARTNELL COLLEGE	1	YES
189	STOCKTON	HUMPHREYS COLLEGE	1	YES
190	IMPERIAL	IMPERIAL VALLEY COLLEGE	1	YES
191	NOVATO	INDIAN VALLEY COLLEGES	1	YES
192	SAN FRANCISCO	JOHN A. O'CONNELL COMMUNITY COLLEGE	1	YES

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STATE=CA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
193	SAN FRANCISCO	JOHN ADAMS COMMUNITY COLLEGE CENTER	1	YES
194	REEDLEY	KINGS RIVER CMTY COLLEGE	1	NO
195	LAGUNA BEACH	LAGUNA BEACH U.S.D.	3	YES
196	S LAKE TAHOE	LAKE TAHOE CMTY COLLEGE	1	YES
197	OAKLAND	LANEY COLLEGE	1	NO
198	SUSANVILLE	LASSEN COLLEGE	1	NO
199	LOMA LINDA	LOMA LINDA UNIVERSITY	3	YES
200	LONG BEACH	LONG BEACH CITY COLLEGE	1	YES
201	WILMINGTON	LOS ANG HARBOR COLLEGE	1	NO
202	WOODLAND HLS	LOS ANG PIERCE COLLEGE	1	NO
203	LOS ANGELES	LOS ANG SOUTHWEST COLLEGE	1	YES
204	LOS ANGELES	LOS ANG TR TECH COLLEGE	1	YES
205	VAN NUYS	LOS ANG VALLEY COLLEGE	1	YES
206	LOS ANGELES	LOS ANGELES AIRPORT COLLEGE CENTER	1	NO
207	LOS ANGELES	LOS ANGELES CITY COLLEGE	1	NO
208	LOS ANGELES	LOS ANGELES METRO C	1	NO
209	SAN FERNANDO	LOS ANGELES MISSION C	1	YES
210	PITTSBURG	LOS MEDANOS COLLEGE	1	NO
211	KENTFIELD	MARIN, COLLEGE OF	1	YES
212	UKIAH	MENDOCINO COLLEGE	1	NO
213	MERCED	MERCED COLLEGE	1	NO
214	OAKLAND	MERRITT COLLEGE	1	YES
215	MODESTO	MID-STATE COLLEGE	1	NO
216	OCEANSIDE	MIRA COSTA COLLEGE	1	NO
217	SANTA CLARA	MISSION COLLEGE	1	NO
218	MODESTO	MODESTO JUNIOR COLLEGE	1	NO
219	MONTEREY	MONTEREY PEN COLLEGE	1	NO
220	MOORPARK	MOORPARK COLLEGE	1	NO
221	WALNUT	MOUNT SAN ANTONIO COLLEGE	1	YES
222	SAN JACINTO	MT SAN JACINTO COLLEGE	1	NO
223	NAPA	NAPA VALLEY COLLEGE	1	YES
224	SAN DIEGO	NATIONAL UNIVERSITY	3	NO
225	NORTH HOLYWOOD,	NORTH ORANGE COUNTRY COMMUNITY COLLEGE D	1	NO
226	INGLEWOOD	NORTHROP UNIVERSITY	3	NO
227	FREMONT	OHLONE COLLEGE	1	YES
228	COSTA MESA	ORANGE COAST COLLEGE	1	NO
229	OXNARD	OXNARD COLLEGE	1	YES
230	FULLERTON	PACIFIC CHRISTIAN COLLEGE	3	NO
231	ANGWIN	PACIFIC UNION COLLEGE	3	NO
232	BLYTHE	PALO VERDE COLLEGE	1	NO
233	SAN MARCOS	PALOMAR COLLEGE	1	YES
234	PASADENA	PASADENA CITY COLLEGE	1	NO
235	PORTERVILLE	PORTERVILLE COLLEGE	1	NO
236	EUREKA	REDWOODS, COLLEGE OF THE	1	YES
237	REEDLEY	REEDLEY COLLEGE	1	NO
238	WHITTIER	RIO HONDO COLLEGE	1	NO
239	RIVERSIDE	RIVERSIDE CITY COLLEGE	1	NO
240	SACRAMENTO	SACRAMENTO CITY COLLEGE	1	YES
241	MISSION VIEJO	SADDLEBACK COLLEGE	1	NO
242	SAN DIEGO	SAN DIEGO CC DIST DIS OFF	1	NO
243	SAN DIEGO	SAN DIEGO CITY COLLEGE	1	NO
244	SAN DIEGO	SAN DIEGO MESA COLLEGE	1	NO

STATE=CA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
245	SAN DIEGO	SAN DIEGO MIRAMAR COLLEGE	1	NO
246	SAN FRANCISCO	SAN FRANCISCO COMMUNITY COLLEGE SKILLS C	1	NO
247	SAN FRANCISCO	SAN FRISCO CC DISTRICT	1	YES
248	STOCKTON	SAN JOAQUIN DELTA COLLEGE	1	NO
249	SAN JOSE	SAN JOSE CITY COLLEGE	1	YES
250	SAN MATEO	SAN MATEO, COLLEGE OF	1	NO
251	SANTA ANA	SANTA ANA COLLEGE	1	NO
252	SANTA BARBARA	SANTA BARBARA CTY COLLEGE	1	NO
253	SANTA MONICA	SANTA MONICA COLLEGE	1	YES
254	SANTA ROSA	SANTA ROSA JUNIOR COLLEGE	1	YES
255	VISALIA	SEQUOIAS, COLLEGE OF THE	1	NO
256	REDDING	SHASTA COLLEGE	1	NO
257	ROCKLIN	SIERRA COLLEGE	1	YES
258	WEED	SISKIYOUS, COLLEGE OF THE	1	NO
259	SACRAMENTO	SKILLS & BUSINESS EDUCATION CENTER	2	NO
260	SAN BRUNO	SKYLINE COLLEGE	1	YES
261	SN BERNARDINO	SN BERNARDINO VLY COLLEGE	1	YES
262	MORAGA	SNT MARY'S COLLEGE OF CAL	3	NO
263	SUISUN CITY	SOLANO COUNTY CC	1	NO
264	CHULA VISTA	SOUTHWESTERN COLLEGE	1	NO
265	TAFT	TAFT COLLEGE	1	NO
266	UKIAH	UKIAH ADULT SCH	2	YES
267	VENTURA	VENTURA COLLEGE	1	YES
268	BUENA PARK,	VETERAN REAL ESTATE SCHOOL	1	NO
269	VICTORVILLE	VICTOR VALLEY COLLEGE	1	NO
270	BERKELEY	VISTA COLLEGE	1	NO
271	FRESNO	WEST COAST CHRISTIAN C	3	YES
272	COALINGA	WEST HILLS COLLEGE	1	NO
273	CULVER CITY	WEST LOS ANGELES COLLEGE	1	YES
274	SARATOGA	WEST VALLEY COLLEGE	1	NO
275	LOS ANGELES	WOODBURY UNIVERSITY	3	NO
276	MARYSVILLE	YUBA COLLEGE	1	NO

STATE=CO

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
277	ALAMOSA	ADAMS STATE COLLEGE	3	YES
278	GREELEY	AIMS COMMUNITY COLLEGE	1	NO
279	LITTLETON	ARAPAHOE CNTY COLLEGE	1	NO
280	BOULDER	BOULDER VALLEY AREA VOCATIONAL TECH CENT	2	NO
281	GLENWOOD SPG	COLORADO MOUNTAIN COLLEGE	1	NO
282	LEADVILLE	COLORADO MOUNTAIN COLLEGE EAST CAMPUS	1	NO
283	STEAMBOAT SPGS	COLORADO MTN COLL-ALPINE CAMPUS	1	NO
284	RANGELY	COLORADO NORTHWESTERN CC	1	NO
285	AURORA	COMMUNITY COL OF AURORA	2	NO
286	DELTA	DELTA-MONTROSE AREA VOCATIONAL-TECHNICAL	2	NO
287	DENVER	DENVER AURARIA CNTY COL	1	NO
288	DENVER	EMILY GRIFFITH OPPORTUNITY SCHOOL	2	YES
289	DURANGO	FORT LEWIS COLLEGE	3	NO
290	WESTMINSTER	FRONT RANGE CC	1	YES
291	LAMAR	LAMAR COMMUNITY COLLEGE	1	NO
292	FORT COLLINS	LARIMER COUNTY VOCATIONAL TECHNICAL CENT	2	NO
293	GRAND JCT	MESA COLLEGE	3	YES
294	FORT MORGAN	MORGAN COMMUNITY COLLEGE	1	NO
295	STERLING	NORTHEASTERN JR COLLEGE	1	NO
296	LA JUNTA	OTERO JUNIOR COLLEGE	1	NO
297	COLORADO SPG	PIKES PEAK CNTY COLLEGE	1	NO
298	PUEBLO	PUEBLO COMMUNITY COLLEGE	1	NO
299	GOLDEN	RED ROCKS CNTY COLLEGE	1	YES
300	DENVER	REGIS COLLEGE	3	NO
301	CORTEZ	SAN JUAN BASIN AREA VOCATIONAL SCHOOL	2	NO
302	ALAMOSA	SAN LUIS VALLEY AREA VOCATIONAL SCHOOL	2	YES
303	PUEBLO	SOUTHERN COLORADO,U OF	3	YES
304	AURORA	T.H. PICKENS TECHNICAL CENTER	2	NO
305	TRINIDAD	TRINIDAD STATE JR COLLEGE	1	YES

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STATE=CT

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
306	HARTFORD	AI PRINCE REG VOC TECH SCHOOL	2	YES
307	ENFIELD	ASNUNTUCK CMTY COLLEGE	1	YES
308	STAMFORD	BRIDGEPORT ENGINEERING INSTITUTE STAMFO	3	YES
309	STAMFORD	BRIDGEPORT ENGINEERING INSTITUTE STAMFOR	3	NO
310	BRIDGEPORT	BRIDGEPORT,UNIVERSITY OF	3	NO
311	BRIDGEPORT	BULLARD-HAVENS REG VOC-TECH SCH	2	NO
312	STORRS	CONNECTICUT, UNIV OF	3	NO
313	NEW BRITAIN	E.C. GOODWIN REG VOC-TECH SCH	2	NO
314	HAMDEN	ELI WHITNEY REG VOC-TECH SCHOOL	2	NO
315	HARTFORD	GREATER HARTFORD CC	1	YES
316	NORTH HAVEN	GREATER NEW HAVEN TECH C	1	NO
317	MERIDEN	H.C. WILCOX REG. VOC-TECH SCH	2	NO
318	DANIELSON	H.H. ELLIS REGIONAL VOC-TECH SCH	2	NO
319	HARTFORD	HARTFORD ST TECH COLLEGE	1	NO
320	WEST HARTFORD	HARTFORD,UNIVERSITY OF	3	NO
321	DANBURY	HENRY ABBOTT REGIONAL VOC-TECH SCHOOL	2	NO
322	BRIDGEPORT	HOUSATONIC CMTY COL	1	NO
323	ENFIELD	HOWELL CHENEY REGIONAL V-T SATELLITE SC	2	NO
324	MANCHESTER	HOWELL CHENEY REGIONAL VO-TECH SCHOOL	2	YES
325	STAMFORD	J.M. WRIGHT REG. VOC-TECH SCH	2	NO
326	MANCHESTER	MANCHESTER CMTY COLLEGE	1	NO
327	WATERBURY	MATTATUCK CMTY COLLEGE	1	NO
328	NORWICH	MOHEGAN COMMUNITY COLLEGE	1	YES
329	WEST HAVEN	NEW HAVEN,UNIVERSITY OF	3	NO
330	NORWALK	NORWALK COMMUNITY COLLEGE	1	NO
331	NORWALK	NORWALK ST TECH COLLEGE	1	NO
332	NORWICH	NORWICH REG VOC-TECH SCH	2	NO
333	WINSTED	NTHWSTN CONN CMTY COLLEGE	1	NO
334	PANSONIA	OBRIEN REGIONAL V-T SCHOOL	2	NO
335	TORRINGTON	OLIVER WOLCOTT REG VOC-TECH SCH	2	YES
336	MILFORD	PLATT REGIONAL VOC-TECH SCHOOL	2	YES
337	WATERBURY	POST COLLEGE	3	NO
338	DANIELSON	QUINEBAUG VALLEY CC	1	NO
339	HAYDEN	QUINNIPIAC COLLEGE	3	NO
340	BRIDGEPORT	SACRED HEART UNIVERSITY	3	NO
341	NEW HAVEN	SOUTH CEN CMTY COLLEGE	1	NO
342	NORWICH	THAMES VLY STATE TECH C	1	NO
343	FARMINGTON	TUNXIS COMMUNITY COLLEGE	1	NO
344	MIDDLETOWN	VINAL REGIONAL VOCATIONAL-TECHNICAL SCHO	2	NO
345	WATERBURY	W. F. KAYNOR REG VOC-TECH SCH	2	NO
346	WATERBURY	WATERBURY ST TECH COLLEGE	1	NO
347	WILLIMANTIC	WINDHAM REG VOC-TECH SCH	2	NO
348	DANBURY	WSTN CT STATE UNIV	3	NO

STATE=DC

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
349	WASHINGTON	AMERICAN UNIVERSITY	3	NO
350	WASHINGTON	DIST OF COLUMBIA, UNIV OF	3	NO
351	WASHINGTON	HANNAH HARRISON CAREER SCH OF THE YWCA	2	YES
352	WASHINGTON	SOUTHEASTERN UNIVERSITY	2	NO

BAS

STATE=DE

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
353	GEORGETOWN	DEL TECH & CC STHN CAM	1	YES
354	DOVER	DEL TECH & CC TERRY CAM	1	YES
355	NEWARK	DEL TECH CC STAN-WILMGTN	1	NO
356	WILMINGTON	DELAWARE TECH AND COMMUN COLL-WILMINGTO	2	YES
357	WILMINGTON	GOLDEY BEACOM COLLEGE	3	NO
358	DOVER	WESLEY COLLEGE	3	YES

STATE=FL

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
359	COCONUT CREEK	ATLANTIC VOCATIONAL TECHNICAL CENTER	2	NO
360	FORT WALTON	BAY AREA VOCATIONAL TECHNICAL SCHOOL	2	YES
361	BOCA RATON	BOCA RATON, COLLEGE OF	3	NO
362	STARKE	BRADFORD UNION AREA VOCATIONAL TECHNICA	2	YES
363	STARKE	BRADFORD UNION AREA VOCATIONAL TECHNICAL	2	NO
364	COCOA	BREVARD CNTY COLLEGE	1	NO
365	FT LAUDERDALE	BROWARD CNTY COLLEGE	1	NO
366	BLOUNTSTOWN	CALHOUN COUNTY INSTITUTE	1	NO
367	OCALA	CENTRAL FLA CNTY COLLEGE	1	YES
368	PORT CHARLOTTE	CHARLOTTE VOCATIONAL-TECHNICAL CENTER	2	YES
369	MARIANNA	CHIPOLA JUNIOR COLLEGE	1	NO
370	NAPLES	COLLIER COUNTY VOCATIONAL-TECHNICAL CENT	2	NO
371	TAMPA	DAVE G ERWIN VOCATIONAL-TECHNICAL CENTE	2	YES
372	TAMPA	DAVE G ERWIN VOCATIONAL-TECHNICAL CENTER	2	NO
373	DAYTONA BEACH	DAYTONA BCH CNTY COLLEGE	1	NO
374	FORT LAUDERDALE	DILLARD ADULT/COMMUNITY SCHOO	2	YES
375	FORT MYERS	EDISON COMMUNITY COLLEGE	1	YES
376	BUNNELL	EMBRY-RIDDLE AERON U	3	NO
377	JACKSONVILLE	FLA JR COLLEGE JACKSONVL	1	NO
378	MELBOURNE	FLORIDA INST TECHNOLOGY	3	NO
379	KEY WEST	FLORIDA KEYS CNTY COLLEGE	1	YES
380	GAINESVILLE	FLORIDA, UNIVERSITY OF	3	YES
381	FORT LAUDERDALE	FORT LAUDERDALE COLLEGE	3	YES
382	PENSACOLA	GEORGE STONE AREA VOCATIONAL CENTER	1	NO
383	PANAMA CITY	GULF COAST CNTY COLLEGE	1	NO
384	TAMPA	HILLSBOROUGH CNTY COLLEGE	1	YES
385	PLANT CITY	HILLSBOROUGH COM COLLEGE PLANT CITY CAM	1	YES
386	PLANT CITY	HILLSBOROUGH COM COLLEGE PLANT CITY CMP	1	NO
387	FORT PIERCE	INDIAN RIVER CNTY COLLEGE	1	NO
388	JACKSONVILLE	JONES COLLEGE CENTRAL OFF	3	NO
389	JACKSONVILLE	JONES COLLEGE JACKSONVL	3	NO
390	LAKE CITY	LAKE CITY CNTY COLLEGE	1	YES
391	EUSTIS	LAKE COUNTY AREA VOCATIONAL-TECHNICAL CE	3	NO
392	LEESBURG	LAKE-SUMTER CNTY COLLEGE	1	YES
393	FORT MYERS	LEE COUNTY VOCATIONAL-TECHNICAL CENTER	2	YES
394	TALLAHASSEE	LEWIS M LIVELY AREA VOC-TECHNICAL CENTER	2	NO
395	MIAMI	LINDSEY HOPKINS TECHNICAL EDUCATION CEN	2	YES
396	MIAMI	LINDSEY HOPKINS TECHNICAL EDUCATION CENT	2	NO
397	BRADENTON	MANATEE JUNIOR COLLEGE	1	NO
398	BRADENTON	MANATEE VOCATIONAL-TECHNICAL CENTER	2	NO
399	EATON PARK	MAYNARD A TRAVIS VOC-TECH CTR	2	YES
400	MIAMI LAKES	MIAMI LAKES TECHNICAL EDUCATION CENTER	2	NO
401	MIAMI	MIAMI-DADE CNTY COLLEGE	1	NO
402	ORLANDO	MID-FLORIDA TECHNICAL INSTITUTE	2	NO
403	MADISON	NORTH FLORIDA JR COLLEGE	1	NO
404	RIVIERA BEACH	NORTH TECHNICAL EDUCATION CENTER	2	NO
405	NICEVILLE	OKALOOSA-WALTON JUNIOR C	1	YES
406	OD	ORLANDO COLLEGE	3	YES
407	ORLANDO	ORLANDO VOCATIONAL-TECHNICAL CENTER	2	NO
408	LAKE WORTH	PALM BEACH JUNIOR COLLEGE	1	YES
409	PALM BCH GDN	PALM BEACH JUNIOR COLLEGE NORTH CAMPUS	1	YES
410	DADE CITY	PASCO-HERNANDO CC	1	YES

STATE=FL

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
411	PENSACOLA	PENSACOLA JUNIOR COLLEGE	1	NO
412	CLEARWATER	PINELLAS VOCATIONAL TECHNICAL INSTITUTE	2	NO
413	WINTER HAVEN	POLK COMMUNITY COLLEGE	1	YES
414	MILTON	RADFORD M LOCKLIN VOCATIONAL TECHNICAL C	2	NO
415	WINTER HAVEN	RIDGE VOCATIONAL TECHNICAL CTR	2	YES
416	MIAMI	ROBERT MORGAN VOCATIONAL TECHNICAL CENT	2	YES
417	MIAMI	ROBERT MORGAN VOCATIONAL TECHNICAL CENTE	2	NO
418	SAINT AUGUSTINE	SAINT AUGUSTINE TECHNICAL CENTER	2	NO
419	SAINT LEO	SAINT LEO COLLEGE	3	YES
420	ST PETERSBURG	SAINT PETERSBG JR COLLEGE	1	NO
421	ST PETERSBURG	SAINT PETERSBURG VOCATIONAL INSTITUTE	2	YES
422	GAINESVILLE	SANTA FE CNTY COLLEGE	1	YES
423	SARASOTA	SARASOTA COUNTY VOCATIONAL-TECHNICAL CE	2	YES
424	SARASOTA	SARASOTA COUNTY VOCATIONAL-TECHNICAL CEN	2	NO
425	SANFORD	SEMINOLE CNTY COLLEGE	1	NO
426	HOLLYWOOD	SHERIDAN VOCATIONAL CENTER	2	YES
427	PALATKA	SNT JOHNS RIVER CNTY COL	2	NO
428	AVON PARK	SOUTH FLORIDA JR COLLEGE	1	YES
429	BOYNTON BEACH	SOUTH TECHNICAL EDUCATION CENTER	2	NO
430	CLEARWATER	ST PETERSBURG JR COLLEGE	1	NO
431	PALM HARBOR	ST PETERSBURG JUNIOR CLG TARPON SPRINGS	1	YES
432	LIVE OAK	SUWANNEE-HAMLITON AREAETH CENTER	2	NO
433	TALLAHASSEE	TALLAHASSEE CNTY COLLEGE	1	NO
434	TAMPA	TAMPA BAY VOC-TECH CENTER	2	NO
435	TAMPA	TAMPA COLLEGE	3	NO
436	CLEARWATER	TAMPA COLLEGE	3	NO
437	PERRY	TAYLOR COUNTY VOCATIONAL-TECHNICAL CENTE	2	NO
438	PANAMA CITY	THOMAS P HANEY VOCATIONAL TECHNICAL CEN	2	YES
439	PANAMA CITY	THOMAS P HANEY VOCATIONAL TECHNICAL CENT	2	NO
440	DUNEDIN	TRINITY COLLEGE	3	NO
441	ORLANDO	VALENCIA CNTY COLLEGE	2	NO
442	CHIPLEY	WASHINGTON-HOLMES AREA VOC-TECH SCHOOL	2	NO
443	BABSON PARK	WEBBER COLLEGE	3	YES
444	BELLE GLADE	WEST TECHNICAL EDUCATION CENTER	2	NO
445	WINTER GARDEN	WESTSIDE VOCATIONAL TECHNICAL CENTER	2	NO
446	WINTER PARK	WINTER PARK VOCATIONAL CENTER	2	YES
447	INVERNESS	WITHLACOOCHEE VOCATIONAL & ADULT EDUCATI	2	NO

STATE=GA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
448	TIFTON	ABRAHAM BALDWIN AGRL C	1	YES
449	ALBANY	ALBANY AREA V T S	2	NO
450	ALBANY	ALBANY JUNIOR COLLEGE	1	NO
451	SAVANNAH	ARMSTRONG STATE COLLEGE	3	YES
452	ATHENS	ATHENS A V T S	2	NO
453	ATLANTA	ATLANTA AREA TECHNICAL SCHOOL	2	NO
454	ATLANTA	ATLANTA JUNIOR COLLEGE	1	NO
455	AUGUSTA	AUGUSTA A V T S	2	YES
456	AUGUSTA	AUGUSTA COLLEGE	3	NO
457	BAINBRIDGE	BAINBRIDGE JUNIOR COLLEGE	1	NO
458	FITZGERALD	BEN HILL-IRWIN A V T S	2	YES
459	GAINSVILLE	BRENAU COLLEGE	3	YES
460	MOUNT VERNON	BREWTON-PARKER COLLEGE	1	YES
461	BRUNSWICK	BRUNSWICK JUNIOR COLLEGE	1	NO
462	CARROLLTON	CARROLL CO AREA VOCATIONAL-TECHNICAL SCH	2	NO
463	MORROW	CLAYTON JUNIOR COLLEGE	1	YES
464	COLUMBUS	COLUMBUS AREA VOCATIONAL-TECHNICAL SCHO	2	YES
465	COLUMBUS	COLUMBUS AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
466	COLUMBUS	COLUMBUS COLLEGE	1	NO
467	ROME	COOSA VALLEY VOCATIONAL-TECHNICAL SCHOOL	2	NO
468	DALTON	DALTON JUNIOR COLLEGE	1	YES
469	CLARKSTON	DEKALB A V T S	2	NO
470	CLARKSTON	DEKALB COMMUNITY COLLEGE	2	YES
471	SWAINSBORO	EMANUEL CO JUNIOR COLLEGE	1	NO
472	FRANKLIN SPRG	EMMANUEL COLLEGE	3	NO
473	ATLANTA	EMORY UNIVERSITY	3	YES
474	ROME	FLOYD JUNIOR COLLEGE	1	NO
475	FORT VALLEY	FORT VALLEY STATE COLLEGE	3	YES
476	AMERICUS	GA SOUTHWESTERN COLLEGE	3	NO
477	GAINESVILLE	GAINESVILLE JR COLLEGE	1	NO
478	MILLEDGEVILLE	GEORGIA COLLEGE	3	YES
479	MILLEDGEVILLE	GEORGIA MILITARY COLLEGE	1	YES
480	STATESBORO	GEORGIA SOUTHERN COLLEGE	3	NO
481	ATLANTA	GEORGIA STATE UNIVERSITY	1	NO
482	BARNESVILLE	GORDON JUNIOR COLLEGE	1	NO
483	GRIFFIN	GRIFFIN-SPALDING CTY V T S	2	NO
484	LAWRENCEVILLE	GWINNETT A V T S	2	YES
485	WARNER ROBINS	HOUSTON VOC CTR, WARNER ROBINS BR	2	YES
486	MARIETTA	KENNESAW COLLEGE	3	YES
487	LA GRANGE	LA GRANGE COLLEGE	3	NO
488	OAKWOOD	LANIER A V T S	2	NO
489	MACON	MACON A V T S	2	NO
490	MACON	MACON JUNIOR COLLEGE	1	NO
491	MARIETTA	MARIETTA-COBB V T S	2	NO
492	AUGUSTA	MEDICAL COLLEGE OF GA	3	NO
493	COCHRAN	MIDDLE GEORGIA COLLEGE	1	NO
494	MOULTRIE	MOULTRIE A V T S	2	NO
495	CLARKSVILLE	NORTH GA TECH VOC SCHOOL	2	NO
496	DAHLONEGA	NORTH GEORGIA COLLEGE	1	NO
497	JASPER	PICKENS AREA VOCATIONAL-TECHNICAL SCHOO	2	YES
498	JASPER	PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL	2	NO
499	WALESKA	REINHARDT COLLEGE	1	NO

STATE=GA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
500	SAVANNAH	SAVANNAH AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
501	SAVANNAH	SAVANNAH STATE COLLEGE	3	YES
502	DOUGLAS	SOUTH GEORGIA COLLEGE	1	YES
503	AMERICUS	SOUTH GEORGIA VOCATIONAL-TECHNICAL SCHOO	2	NO
504	MARIETTA	STHN TECH INST	3	NO
505	SWAINSBORO	SWAINSBORO A V T S	2	NO
506	THOMASVILLE	THOMAS AREA VOCATIONAL-TECHNICAL SCHOOL	2	NO
507	THOMASVILLE	THOMAS COUNTY CC	1	NO
508	LA GRANGE	TROUP CO AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
509	CLEVELAND	TRUETT MCCONNELL COLLEGE	1	YES
510	THOMASTON	UPSON CTY A V T S	2	NO
511	VALDOSTA	VALDOSTA AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
512	VALDOSTA	VALDOSTA STATE COLLEGE	3	NO
513	ROCK SPRINGS	WALKER CTY A V T S	2	NO
514	WAYCROSS	WAYCROSS JUNIOR COLLEGE	1	YES
515	WAYCROSS	WAYCROSS-WARE CTY A V T S	2	NO
516	CARROLLTON	WEST GEORGIA COLLEGE	1	NO

STATE=HI

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
517	LAIE	BYU HAWAII CAMPUS	3	YES
518	HILO	HAWAII AT HILO, UNIV OF	3	YES
519	HONOLULU	HAWAII AT MANOA UNIV OF	1	NO
520	HONOLULU	HAWAII PACIFIC COLLEGE	3	NO
521	HONOLULU	HONOLULU COMMUNITY COL	1	YES
522	HONOLULU	KAPIOLANI CC	1	YES
523	LIHUE	KAUAI CC	1	YES
524	PEARL CITY	LEEWARD CC	1	YES
525	KAHULUI	MAUI COMMUNITY COLLEGE	1	NO
526	KANEOHE	WINDWARD CC	1	NO

SAS

STATE=IA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
527	DES MOINES	AMERICAN INSTITUTE BUS	1	NO
528	CLINTON	CLINTON COMMUNITY COLLEGE	1	YES
529	ANKENY	DES MOINES AREA CC	1	YES
530	IOWA FALLS	ELLSWORTH CNTY COLLEGE	1	NO
531	ANKENY	FAITH BAPT BIBLE COLLEGE	3	YES
532	WATERLOO	HAWKEYE INST TECHNOLOGY	1	NO
533	OTTUMWA	INDIAN HILLS CNTY COLLEGE	1	NO
534	CENTERVILLE	INDIAN HILLS COMMUNITY COLL	1	NO
535	FORT DODGE	IOWA CENTRAL CC	1	NO
536	WEBSTER CITY	IOWA CENTRAL COMM COLLEGE	1	NO
537	EAGLE GROVE	IOWA CENTRAL COMMUNITY COLL	1	YES
538	ESTHERVILLE	IOWA LAKES CC	1	NO
539	EMMETSBURG	IOWA LAKES COMMUNITY COLLEGE	1	NO
540	COUNCIL BLF	IOWA WESTERN CNTY COLLEGE	1	NO
541	CLARINDA	IOWA WESTERN COMMUNITY COLLEGE	1	YES
542	CEDAR RAPIDS	KIRKWOOD CNTY COLLEGE	1	NO
543	MARSHALLTOWN	MARSHALLTWN CNTY COLLEGE	1	NO
544	SIOUX CITY	MORNINGSIDE COLLEGE	3	YES
545	CLINTON	MOUNT SAINT CLARE COLLEGE	3	NO
546	MUSCATINE	MUSCATINE CNTY COLLEGE	1	YES
547	MASON CITY	N IOWA AREA CNTY COLLEGE	1	NO
548	PEOSTA	NORTHEAST IOWA TECHNICAL INSTITUTE	1	NO
549	CALMAR	NTHEST IA TECH INSTITUTE	1	NO
550	SHELDON	NTHWST IOWA TECH C	1	YES
551	BETTENDORF	SCOTT COMMUNITY COLLEGE	1	YES
552	W BURLINGTON	SOUTHEASTERN CNTY COLLEGE	1	NO
553	KEOKUK	SOUTHEASTERN COMMUNITY COLLEGE	1	NO
554	CRESTON	SOUTHWESTERN CNTY COLLEGE	1	NO
555	FOREST CITY	WALDORF COLLEGE	1	NO
556	SIOUX CITY	WESTERN IOWA TECH	1	YES

STATE=ID

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
557	BOISE	BOISE STATE UNIVERSITY	3	NO
558	IDAHO FALLS	EASTERN IDAHO VOCATIONAL TECHNICAL SCHO	2	YES
559	IDAHO FALLS	EASTERN IDAHO VOCATIONAL TECHNICAL SCHOO	2	NO
560	POCATELLO	IDAHO STATE UNIVERSITY	3	YES
561	LEWISTON	LEWIS-CLARK ST COLLEGE	3	NO
562	COEUR D'ALENE	NORTH IDAHO COLLEGE	1	NO
563	REXBURG	RICKS COLLEGE	1	NO
564	TWIN FALLS	SOUTHERN IDAHO, COLLEGE OF	1	NO

STATE=IL

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
565	RED BUD	BECK A V CENTER	2	YES
566	BELLEVILLE	BELLEVILLE AREA COLLEGE	1	NO
567	KEWANEE	BLACK HAWK C EAST CAMPUS	1	YES
568	MOLINE	BLACK HAWK C QUAD-CITIES	1	YES
569	GALESBURG	CARL SANDBURG COLLEGE	1	NO
570	CHICAGO	CENTRAL YMCA CMTY COLLEGE	1	NO
571	CHICAGO	CITY C CHGO CITY-WIDE C	1	NO
572	CHICAGO	CITY C CHGO KENNEDY-KING	1	NO
573	CHICAGO	CITY C CHGO MALCOLM X C	1	NO
574	CHICAGO	CITY C CHGO OLIVE-HARVEY	1	YES
575	CHICAGO	CITY C CHGO TRUMAN C	1	YES
576	CHICAGO	CITY C CHICAGO DALEY C	1	NO
577	CHICAGO	CITY C CHICAGO LOOP C	1	YES
578	CHICAGO	CITY C CHICAGO WRIGHT C	1	NO
579	DANVILLE	DANVILLE AREA CMTY C	1	YES
580	GLEN ELLYN	DUPAGE,COLLEGE OF	1	NO
581	CHICAGO	EAST-WEST UNIVERSITY	3	NO
582	ELGIN	ELGIN COMMUNITY COLLEGE	1	NO
583	FREEPORT	HIGHLAND CMTY COLLEGE	1	NO
584	ROBINSON	IL ESTN CC LINCOLN TRAIL	1	NO
585	FAIRFIELD	ILL ESTN CC FRONTIER CC	1	NO
586	OLNEY	ILL ESTN CC OLNEY CEN C	1	YES
587	MOUNT CARMEL	ILL ESTN CC WABASH VLY C	1	NO
588	CHAMPAIGN	ILL URBANA CAMPUS, U OF	3	YES
589	EAST PEORIA	ILLINOIS CENTRAL COLLEGE	1	NO
590	OGLESBY	ILLINOIS VLY CMTY COLLEGE	1	NO
591	CARTERVILLE	JOHN A LOGAN COLLEGE	1	NO
592	QUINCY	JOHN WOOD CMTY COLLEGE	1	YES
593	JOLIET	JOLIET JUNIOR COLLEGE	1	YES
594	KANKAKEE	KANKAKEE CMTY COLLEGE	1	NO
595	CENTRALIA	KASKASKIA COLLEGE	1	YES
596	MALTA	KISHWAUKEE COLLEGE	1	YES
597	GRAYSLAKE	LAKE COUNTY,COLLEGE OF	1	NO
598	MATTOON	LAKE LAND COLLEGE	1	NO
599	SPRINGFIELD	LAWRENCE A E C	2	NO
600	GODFREY	LEWIS AND CLARK CC	1	YES
601	ROMEOVILLE	LEWIS UNIVERSITY	3	NO
602	SPRINGFIELD	LINCOLN LAND CMTY COLLEGE	1	NO
603	CHICAGO	MACCORMAC COLLEGE	1	NO
604	WILMETTE	MALLINCKRODT COLLEGE	1	NO
605	CRYSTAL LAKE	MCHENRY COUNTY COLLEGE	1	NO
606	PALOS HILLS	MORAINE VLY CMTY COLLEGE	1	NO
607	MORRISON	MORRISON INST OF TECHN	1	YES
608	CICERO	MORTON COLLEGE	1	NO
609	EVANSTON	NATL COLLEGE ED	3	NO
610	EVANSTON	NORTHWESTERN UNIVERSITY	3	YES
611	DES PLAINES	OAKTON COMMUNITY COLLEGE	1	NO
612	KANKAKEE	OLIVET NAZARENE COLLEGE	3	YES
613	CHAMPAIGN	PARKLAND COLLEGE	1	NO
614	CAHOKIA	PARKS C OF ST LOUIS U	3	NO
615	CHICAGO HTS	PRAIRIE STATE COLLEGE	1	YES
616	INA	REND LAKE COLLEGE	1	YES

STATE=IL

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
617	DECATUR	RICHLAND CNTY COLLEGE	1	NO
618	ROCKFORD	ROCK VALLEY COLLEGE	1	NO
619	ROCKFORD	ROCKFORD A V C	2	NO
620	CHICAGO	ROOSEVELT UNIVERSITY	3	YES
621	CHICAGO	ROOSEVELT UNIVERSITY	3	YES
622	DIXON	SAUK VALLEY COLLEGE	1	NO
623	ULLIN	SHAWNEE COLLEGE	1	YES
624	CHICAGO	SNT AUGUSTINE CNTY COL	1	NO
625	HARRISBURG	SOUTHEASTERN ILL COLLEGE	1	YES
626	CANTON	SPOON RIVER COLLEGE	1	NO
627	E SAINT LOUIS	STATE CC AT EAST ST.LOUIS	1	NO
628	CARBONDALE	STHN ILLINOIS U CARBONDL	3	YES
629	SOUTH HOLLAND	THORNTON CNTY COLLEGE	1	NO
630	RIVER GROVE	TRITON COLLEGE	1	NO
631	CHICAGO	WASHBURNE TRADE SCHOOL	2	NO
632	SUGAR GROVE	WAUBONSEE CNTY COLLEGE	1	NO
633	PALATINE	WM RAINEY HARPER COLLEGE	1	YES

STATE=IN

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
634	DONALDSON	ANCILLA DOMINI COLLEGE	1	YES
635	ANDERSON	ANDERSON AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
636	ANDERSON	ANDERSON COLLEGE	3	YES
637	MUNCIE	BALL STATE UNIVERSITY	3	YES
638	INDIANAPOLIS	BUTLER UNIVERSITY	3	YES
639	EVANSVILLE	EVANSVILLE,UNIVERSITY OF	3	NO
640	HUNTINGTON	HUNTINGTON COLLEGE	3	NO
641	SOUTH BEND	IND VOC TE C-NTHCEN TE IN	1	YES
642	INDIANAPOLIS	IND VOC TEC C-CE IN TE IN	1	YES
643	COLUMBUS	IND VOC TEC C-COLUM TE IN	1	NO
644	MUNCIE	IND VOC TEC C-E CE TE IN	1	NO
645	KOKOMO	IND VOC TEC C-KOKO TE IN	1	YES
646	LAFAYETTE	IND VOC TEC C-LAF TE IN	1	YES
647	FORT WAYNE	IND VOC TEC C-NE TE IN	1	NO
648	SELLERSBURG	IND VOC TEC C-STHCE TE IN	1	NO
649	EVANSVILLE	IND VOC TEC C-SW TEC IN	1	NO
650	TERRE HAUTE	IND VOC TEC C-WB VY TE IN	1	NO
651	RICHMOND	IND VOC TEC C-WWTR TE IN	1	NO
652	GARY	IND VOC TECH COL-NTHWST	1	NO
653	MADISON	IND VOC TECH COL-STHEST	1	NO
654	FORT WAYNE	IND-PURDUE U FORT WAYNE	3	NO
655	INDIANAPOLIS	IND-PURDUE U INDIANAPOLIS	3	NO
656	INDIANAPOLIS	INDIANA BAPTIST COLLEGE	3	NO
657	INDIANAPOLIS	INDIANA CEN UNIVERSITY	3	NO
658	FORT WAYNE	INDIANA INST TECHNOLOGY	3	NO
659	EVANSVILLE	INDIANA ST U EVANSVILLE	3	YES
660	TERRE HAUTE	INDIANA STATE U MAIN CAM	3	NO
66	KOKOMO	INDIANA U AT KOKOMO	3	YES
662	SOUTH BEND	INDIANA U AT SOUTH BEND	3	YES
663	BLOOMINGTON	INDIANA U BLOOMINGTON	3	YES
664	GARY	INDIANA U NORTHWEST	3	YES
665	NEW ALBANY	INDIANA U SOUTHEAST	3	NO
666	RICHMOND	INDIANA UNIVERSITY EAST	1	YES
667	INDIANAPOLIS	J EVERETT LIGHT CAREER CENTER	2	YES
668	N MANCHESTER	MANCHESTER COLLEGE	3	NO
669	INDIANAPOLIS	MARIAN COLLEGE	3	NO
670	MARION	MARION COLLEGE	3	NO
671	OAKLAND CITY	OAKLAND CITY COLLEGE	3	NO
672	W LAFAYETTE	PURDUE U	3	YES
673	HAMMOND	PURDUE U CALUMET CAMPUS	3	NO
674	WESTVILLE	PURDUE U NORTH CEN CAMPUS	1	NO
675	FORT WAYNE	SAINT FRANCIS COLLEGE	3	NO
676	RENSSELAER	SAINT JOSEPH'S COLLEGE	3	NO
677	ST MARY WDS	SAINT MARY-OF-THE-WOODS C	3	NO
678	ANGOLA	TRI-STATE UNIVERSITY	3	YES
679	VINCENNES	VINCENNES UNIVERSITY	1	YES
680	JASPER	VINCENNES UNIVERSITY JASPER	1	YES

STATE=KS

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
681	IOLA	ALLEN CO CMTY COLLEGE	1	NO
682	GREAT BEND	BARTON CO CMTY COLLEGE	1	NO
683	NORTH NEWTON	BETHEL COLLEGE	3	YES
684	NORTH NEWTON	BETHEL COLLEGE	3	YES
685	EL DORADO	BUTLER CO CMTY COLLEGE	1	YES
686	MCPHERSON	CENTRAL COLLEGE	1	NO
687	NEWTON	CENTRAL KANSAS AREA VOC-TECH SCHOOL	2	NO
688	CONCORDIA	CLOUD CO CMTY COLLEGE	1	NO
689	COFFEYVILLE	COFFEYVL CMTY COLLEGE	1	NO
690	COLBY	COLBY COMMUNITY COLLEGE	1	NO
691	ARKANSAS CITY	COWLEY CO CMTY COLLEGE	1	YES
692	DODGE CITY	DODGE CTY CMTY COLLEGE	1	YES
693	KANSAS CITY	DONNELLY COLLEGE	1	NO
694	EMPORIA	EMPORIA STATE UNIVERSITY	3	NO
695	HAYS	FORT HAYS ST UNIVERSITY	3	NO
696	WICHITA	FRIENDS UNIVERSITY	3	NO
697	FORT SCOTT	FT SCOTT CMTY COLLEGE	1	NO
698	GARDEN CITY	GARDEN CITY CMTY COLLEGE	1	NO
699	LAWRENCE	HASKELL INDIAN JR COLLEGE	1	YES
700	HESSTON	HESSTON COLLEGE	1	NO
701	HIGHLAND	HIGHLAND CMTY COLLEGE	1	NO
702	HUTCHINSON	HUTCHINSN CMTY COLLEGE	1	NO
703	INDEPENDENCE	INDEPENDENCE CMTY COLLEGE	1	YES
704	OVERLAND PARK	JOHNSN CO CMTY COLLEGE	1	NO
705	KANSAS CITY	KANSAS CITY AREA VOC-TECH SCHOOL	2	NO
706	KANSAS CITY	KANSAS CITY KANS CMTY C	2	YES
707	KANSAS CITY	KANSAS MED CENTER U OF	3	YES
708	SALINA	KANSAS TECHNICAL INST	1	YES
709	SALINA	KANSAS WESLEYAN	3	YES
710	TOPEKA	KAW AREA VOC-TECH SCH	2	NO
711	PARSONS	LABETTE CMTY COLLEGE	1	YES
712	LIBERAL	LIBERAL AREA VOC-TECH SCHOOL	2	NO
713	MANHATTAN	MANHATTAN AREA VOC-TECH SCHOOL	2	NO
714	SALINA	MARYMOUNT COLLEGE OF KANSAS	3	NO
715	MCPHERSON	MCPHERSON COLLEGE	3	YES
716	OLATHE	MID-AMERICA NAZARENE C	3	NO
717	CHANUTE	NEOSHO CO CMTY COLLEGE	1	YES
718	BELOIT	NORTH CENTRAL KANSAS AREA VOC-TECH SCHOO	2	NO
719	ATCHISON	NORTHEAST KANSAS AREA VOC-TECH SCHOOL	2	NO
720	GOODLAND	NORTHWEST KANSAS AREA VOC-TECH SCHOOL	2	NO
721	PITTSBURG	PITTSBURG ST UNIVERSITY	3	NO
722	PRATT	PRATT CMTY COLLEGE	1	YES
723	WINFIELD	SAINT JOHN'S COLLEGE	1	NO
724	SALINA	SALINA AREA VOC-TECH SCHOOL	2	NO
725	COFFEYVILLE	SE KANSAS A V T S	2	NO
726	LIBERAL	SEWARD CO CMTY COLLEGE	1	YES
727	COLUMBUS	SOUTHEAST KANSAS AREA VOC-TECH SCHOOL	2	NO
728	DODGE CITY	SOUTHWEST KS AREA VOC-TECH SCH	2	NO
729	HILLSBORO	TABOR COLLEGE	3	YES
730	TOPEKA	WASHBURN UNIV OF TOPEKA	3	NO
731	WICHITA	WICHITA AREA VOC-TECH SCHOOL	2	YES
732	WICHITA	WICHITA STATE UNIVERSITY	3	NO

STATE=KY

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
733	ASHLAND	ASHLAND COMMUNITY COLLEGE	1	NO
734	ASHLAND	ASHLAND STATE VOCATIONAL-TECHNICAL SCHOO	2	NO
735	GLASGOW	BARREN CTY A V E C	2	NO
736	PINEVILLE	BELL CTY A V E C	2	YES
737	LOUISVILLE	BELLARMINE COLLEGE	3	NO
738	BOWLING GREEN	BOWLING GREEN STATE VOCATIONAL TECHNICA	2	YES
739	BOWLING GREEN	BOWLING GREEN STATE VOCATIONAL TECHNICAL	2	NO
740	OWENSBORO	BRESCIA COLLEGE	3	NO
741	CAMPBELLSVL	CAMPBELLSVILLE COLLEGE	3	YES
742	LEXINGTON	CENTRAL KENTUCKY STATE VOC-TECH SCHOOL	2	NO
743	HOPKINSVILLE	CHRISTIAN CTY A V E C	2	YES
744	CORBIN	CORBIN A V E C	2	NO
745	WILLIAMSBURG	CUMBERLAND COLLEGE	3	NO
746	OWENSBORO	DAVIESS COUNTY STATE VOCATIONAL-TECHNICA	2	NO
747	RICHMOND	EASTERN KY UNIVERSITY	3	NO
748	ELIZABETHTOWN	ELIZABETHTOWN STATE VOC-TECH SCHOOL	2	NO
749	HARLAN	HARLAN STATE VOC-TECH SCHOOL	2	NO
750	HAZARD	HAZARD COMMUNITY COLLEGE	1	NO
751	HAZARD	HAZARD STATE VOCATIONAL-TECHNICAL SCHOOL	2	NO
752	HENDERSON	HENDERSON CMTY COLLEGE	1	YES
753	HOPKINSVILLE	HOPKINSVILLE CMTY COLLEGE	1	NO
754	LOUISVILLE	JEFFERSON CMTY COLLEGE	1	NO
755	LOUISVILLE	JEFFERSON STATE VOC-TECH SCHOOL	2	NO
756	FRANKFORT	KENTUCKY STATE UNIVERSITY	3	YES
757	OWENSBORO	KENTUCKY WESLEYAN COLLEGE	3	NO
758	LONDON	LAUREL COUNTY STATE VOC-TECH SCHOOL	2	NO
759	JACKSON	LEES JUNIOR COLLEGE	1	NO
760	WHITESBURG	LETCHER CTY A V E C	2	YES
761	COLUMBIA	LINDSEY WILSON COLLEGE	1	NO
762	LOUISVILLE	LOUISVILLE,UNIVERSITY OF	3	NO
763	MADISONVILLE	MADISONVILLE STATE VOC-TECH SCHOOL	2	NO
764	PAINTSVILLE	MAYO STATE VOC-TECH SCHOOL	2	YES
765	MAYSVILLE	MAYSVILLE A V E C	2	YES
766	MAYSVILLE	MAYSVILLE CMTY COLLEGE	1	YES
767	MIDWAY	MIDWAY COLLEGE	1	NO
768	MT STERLING	MONTGOMERY CTY A V E C	2	YES
769	MOREHEAD	MOREHEAD STATE UNIVERSITY	3	NO
770	MURRAY	MURRAY A V E C	2	YES
771	MURRAY	MURRAY STATE UNIVERSITY	3	NO
772	HIGHLAND HGTS	NORTHERN CAMPBELL COUNTY VOC- TECH SCHOO	2	NO
773	COVINGTON	NORTHERN KENTUCKY STATE VOC-TECH SCHOOL	2	NO
774	HIGHLAND HTS	NORTHERN KENTUCKY UNIV	3	NO
775	OWENSBORO	OWENSBORO VOCATIONAL-TECHNICAL SCHOOL	2	NO
776	PADUCAH	PADUCAH COMMUNITY COLLEGE	1	NO
777	PIKEVILLE	PIKEVILLE COLLEGE	3	NO
778	PRESTONBURG	PRESTONBURG CMTY COLLEGE	1	YES
779	MOREHEAD	ROWAN STATE VOC-TECH SCHOOL	2	YES
780	RUSSELL	RUSSELL AREA VOC EDU CTR	2	YES
781	ST CATHARINE	SAINT CATHARINE COLLEGE	1	NO
782	SOMERSET	SOMERSET CMTY COLLEGE	1	NO
783	SOMERSET	SOMERSET STATE VOC-TECH SCHOOL	2	NO
784	CUMBERLAND	SOUTHEAST CMTY COLLEGE	1	NO
785	CRESTVIEW HLS	THOMAS MORE COLLEGE	3	NO
786	LEXINGTON	U OF KY CMTY COL SYS	3	NO
787	BARBOURVILLE	UNION COLLEGE	3	NO
788	PADUCAH	WEST KENTUCKY STATE VOCATIONAL TECHNICAL	2	NO
789	BOWLING GREEN	WESTERN KY UNIVERSITY	3	NO

STATE=LA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
792	ALEXANDRIA	ALEXANDRIA VOCATIONAL-TECHNICAL INSTITU	2	YES
791	ALEXANDRIA	ALEXANDRIA VOCATIONAL-TECHNICAL INSTITUT	2	NO
792	SORRENTO	ASCENSION VOCATIONAL-TECHNICAL SCHOOL	2	NO
793	COTTONPORT	AVOYELLES VOCATIONAL-TECHNICAL INSTITUTE	2	NO
794	BASTROP	BASTROP VOCATIONAL-TECHNICAL INSTITUTE	2	NO
795	BATON ROUGE	BATON ROUGE VOCATIONAL TECHNICAL INSTITU	2	NO
796	BOSSIER CITY	BOSSIER PARISH CC	1	NO
797	HOMER	CLAIBORNE VOCATIONAL-TECHNICAL SCHOOL	2	YES
798	FERRIDAY	CONCORDIA VOCATIONAL-TECHNICAL SCHOOL	2	YES
799	NEW ORLEANS	DELGADO CMTY COLLEGE	1	NO
800	WEST MONROE	DELTA-OUACHITA VOCATIONAL-TECHNICAL INST	2	NO
801	CHALMETTE	ELAINE P NUNEZ VOCATIONAL-TECHNICAL SCH	2	YES
802	CHALMETTE	ELAINE P NUNEZ VOCATIONAL-TECHNICAL SCHO	2	NO
803	ST MARTINVILLE	EVANGELINE VOCATIONAL TECHNICAL SCHOOL	2	NO
804	GREENSBURG	FLORIDA PARISHES VOCATIONAL SCHOOL	2	YES
805	JACKSON	FOLKES VOCATIONAL-TECHNICAL SCHOOL	2	NO
806	GALLIANO	GOLDEN MEADOW BRANCH VOCATIONAL-TECHNICA	2	NO
807	GRAMBLING	GRAMBLING STATE UNIV	3	NO
808	ABBEVILLE	GULF AREA VOC-TECH SCH	2	NO
809	HAMMOND	HAMMOND AREA VOCATIONAL SCHOOL	2	YES
810	WINNFIELD	HUEY P. LONG MEMORIAL VOC SCH	2	NO
811	BATON ROUGE	JAMES M FRAZIER VOCATIONAL SCHOOL	2	NO
812	JENNINGS	JEFFERSON DAVIS VOCATIONAL-TECHNICAL SC	2	YES
813	JENNINGS	JEFFERSON DAVIS VOCATIONAL-TECHNICAL SCH	2	NO
814	METAIRIE	JEFFERSON PARISH VOCATIONAL-TECHNICAL SC	2	NO
815	NEW ORLEANS	LA ST U MEDICAL CENTER	3	NO
816	ALEXANDRIA	LA STATE U ALEXANDRIA	1	NO
817	EUNICE	LA STATE U EUNICE	1	NO
818	LAFAYETTE	LAFAYETTE REGIONAL VO-TECH INSTITUTE	2	NO
819	LAKE PROVIDENCE	LAKE PROVIDENCE VOCATIONAL-TECHNICAL SCH	2	NO
820	PINEVILLE	LOUISIANA COLLEGE	3	NO
821	RUSTON	LOUISIANA TECH UNIVERSITY	3	YES
822	NEW ORLEANS	LOYOLA U IN NEW ORLEANS	3	YES
823	MANSFIELD	MANSFIELD VOCATIONAL-TECHNICAL SCHOOL	2	NO
824	LAKE CHARLES	MCNEESE STATE UNIVERSITY	3	YES
825	NEW ROADS	MEMORIAL AREA VOCATIONAL SCHOOL	2	NO
826	NATCHITOCHES	NATCHITOCHES-CENTRAL AREA VOCATIONAL TE	2	YES
827	NATCHITOCHES	NATCHITOCHES-CENTRAL AREA VOCATIONAL TEC	2	NO
828	NEW ORLEANS	NEW ORLEANS REGIONAL VOC TECH INSTITUTE	2	NO
8NEW	ORLEANS	NEW ORLS BAPT THEOL SEM	3	NO
830	THIBODAUX	NICHOLLS STATE UNIVERSITY	3	NO
31	FARMERVILLE	NORTH CENTRAL AREA VOCATIONAL-TECHNICAL	1	NO
832	MONROE	NORTHEAST LOUISIANA U	3	YES
833	WINNSBORO	NORTHEAST LOUISIANA VOCATIONAL SCHOOL	2	NO
834	MINDEN	NORTHWEST LOUISIANA VOCATIONAL-TECHNICAL	2	NO
835	NATCHITOCHES	NTHWSTN ST U OF LA	3	NO
836	OAKDALE	OAKDALE VOCATIONAL-TECHNICAL SCHOOL	2	NO
837	OPELOUSAS	OPELOUSAS A V S	2	YES
838	NEW ORLEANS	OUR LADY OF HOLY CROSS C	3	NO
839	PORT SULPHUR	PORT SULPHUR VOCATIONAL-TECHNICAL SCHOOL	2	NO
840	RESERVE	RIVER PARISHES VOCATIONAL-TECHNICAL SCHO	2	NO
841	RUSTON	RUSTON VOCATIONAL-TECHNICAL SCHOOL	2	NO

STATE=LA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
842	MANY	SABINE VALLEY VOCATIONAL-TECHNICAL SCHOO	2	NO
843	CHALMETTE	SAINT BERNARD PARISH CC	1	NO
844	SHREVEPORT	SHREVEPORT BOSSIER VOC-TECH INSTITUTE	2	NO
845	NEW ORLEANS	SIDNEY N COLLIER MEMORIAL VOC-TECH SCH	2	NO
846	SLIDELL	SLIDELL VOCATIONAL-TECHNICAL SCHOOL	2	NO
847	HOUMA	SOUTH LOUISIANA VOC-TECH INSTITUTE	2	YES
848	CROWLEY	SOUTHWEST LOUISIANA VOCATIONAL-TECHNICAL	2	NO
849	LAKE CHARLES	SOWELA TECHNICAL INSTITUTE	2	NO
850	HAMMOND	STHESTN LA UNIVERSITY	3	NO
851	BATON ROUGE	STHN U A&M C BATON ROUGE	3	YES
852	NEW ORLEANS	STHN U AT NEW ORLEANS	3	NO
853	SHREVEPORT	STHN U SHREVEPORT-BOSSIER	1	NO
854	LAFAYETTE	STHWSTN LOUISIANA,U OF	3	YES
855	BOGALUSA	SULLIVAN VOCATIONAL-TECHNICAL INSTITUTE	2	NO
856	OPELOUSAS	T H HARRIS VOCATIONAL-TECHNICAL SCHOOL	2	NO
857	TALLULAH	TALLULAH VOCATIONAL-TECHNICAL SCHOOL	2	YES
858	NEW IBERIA	TECHE AREA VOCATIONAL-TECHNICAL SCHOOL	2	NO
859	THIBODAUX	THIBODAUX AREA VOCATIONAL-TECHNICAL SCHO	2	NO
860	VILLE PLATTE	VILLE PLATTE VOCATIONAL-TECHNICAL SCHOOL	2	NO
861	HARVEY	WEST JEFFERSON PARISH VOC-TECH SCHOOL	2	YES
2	LEESVILLE	WEST LOUSIANA VOCATIONAL-TECHNICAL SCHOO	2	NO
863	PLAQUEMINE	WESTSIDE VOCATIONAL-TECHNICAL SCHOOL	2	NO
864	MORGAN CITY	YOUNG MEMORIAL VOCATIONAL-TECHNICAL SCHO	2	NO

STATE=MA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
865	PAXTON	ANNA MARIA COLLEGE	3	NO
866	MILTON	AQUINAS JC AT MILTON	1	NO
867	NEWTON	AQUINAS JC AT NEWTON	1	NO
868	MARLBOROUGH	ASSABET VALLEY REGIONAL VOC-TECH SCHOOL	2	YES
869	S LANCASTER	ATLANTIC UNION COLLEGE	3	YES
870	LONGMEADOW	BAY PATH JUNIOR COLLEGE	1	NO
871	BOSTON	BAY STATE JC OF BUS	1	NO
872	LEICESTER	BECKER JC-LEICESTER	1	YES
873	WORCESTER	BECKER JC-WORCESTER	1	NO
874	WALTHAM	BENTLEY COLLEGE	3	NO
875	PITTSFIELD	BERKSHIRE CMTY COLLEGE	1	NO
876	CANTON	BLUE HILLS REG TECH INST	1	NO
877	FALL RIVER	BRISTOL COMMUNITY COLLEGE	1	NO
878	TAUNTON	BRISTOL-PLYMOUTH REG V-T H S	2	NO
879	CHARLESTOWN	BUNKER HILL CMTY COLLEGE	1	NO
880	W BARNSTABLE	CAPE COD CMTY COLLEGE	1	NO
881	BOSTON	CHAMBERLAYNE JR COLLEGE	1	NO
882	NORTH ADAMS	CHARLES H MC CANN TECHNICAL SCHOOL	2	NO
883	FRANKLIN	DEAN JUNIOR COLLEGE	1	NO
884	FALL RIVER	DIMAN REGIONAL TECHNICAL INSTITUTE	2	YES
885	WOLLASTON	EASTERN NAZARENE COLLEGE	3	YES
886	WOLLASTON	EASTERN NAZARENE COLLEGE	3	YES
887	BEVERLY	ENDICOTT COLLEGE	1	YES
888	HATHORNE	ESSEX AG + TECH SCH	2	YES
889	BOSTON	FISHER JUNIOR COLLEGE	1	YES
890	BOSTON	FRANKLIN INST OF BOSTON	1	NO
891	TYNSBORO	GREATER LOWELL V SCHOOL	2	NO
892	GREENFIELD	GREENFIELD CMTY COLLEGE	1	NO
893	NORWOOD	HENRY D PEABODY SCH FOR GIRLS	2	NO
894	HOLYOKE	HOLYOKE COMMUNITY COLLEGE	1	NO
895	FRAMINGHAM	JOSEPH P KEEFE TECH SCH	2	YES
896	BOSTON	LABOURE	2	NO
897	NEWTON	LASELL JUNIOR COLLEGE	1	NO
898	LOWELL	LOWELL,UNIVERSITY OF	3	NO
899	LYNN	LYNN V-T INST	2	NO
900	AMHERST	MASS AT AMHERST MA,U OF	3	NO
901	WELLESLEY HILLS	MASS BAY CMTY COLLEGE	1	NO
902	BROCKTON	MASSASOIT CMTY COLLEGE	1	YES
903	NORTH ANDOVER	MERRIMACK COLLEGE	3	NO
904	BEDFORD	MIDDLESEX CMTY COLLEGE	1	YES
905	BEDFORD	MIDDLESEX CMTY COLLEGE	1	YES
906	LEXINGTON	MINUTE MAN REG V-T H S	2	YES
907	NEWTON CENTRE	MOUNT IDA COLLEGE	1	NO
908	GARDNER	MT WACHUSETT CMTY COLLEGE	1	NO
909	BOSTON	NEW ENG INST APP ARTS-SCI	1	YES
910	BOSTON	NEWBURY JUNIOR COLLEGE	1	YES
911	BOSTON	NORTH BENNET STREET SCHOOL	2	NO
912	BEVERLY	NORTH SHORE CMTY COLLEGE	1	YES
913	BOSTON	NORTHEAST INSTITUTE OF INDUSTRIAL TECHNO	2	NO
914	BOSTON	NORTHEASTERN UNIVERSITY	3	NO
915	NORTH ADAMS	NORTHERN BERKSHIRE VOC REG SCHOOL	2	YES
916	HAVERHILL	NTHN ESSEX CMTY COLLEGE	1	NO

STATE=MA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
917	QUINCY	QUINCY JUNIOR COLLEGE	1	NO
918	QUINCY	QUINCY VOCATIONAL-TECHNICAL SCHOOL	2	NO
919	WORCESTER	QUINSIGAMOND CMTY COLLEGE	1	NO
920	SPRINGFIELD	ROGER PUTNAM V SCH	2	YES
921	BOSTON	ROXBURY COMMUNITY COLLEGE	1	NO
922	NORTHAMPTON	SMITH AG V S	2	NO
923	SOUTH EASTON	SOUTHEASTERN TECHNICAL INSTITUTE	2	NO
924	SPRINGFIELD	SPRINGFIELD TECHNICAL CC	1	YES
925	BOSTON	WENTWORTH INST OF TECH	3	YES
926	SPRINGFIELD	WESTERN MASS PRECISION INSTITUTE	2	NO
927	BOSTON	WHEELOCK COLLEGE	3	YES
928	HAVERHILL	WHITTIER REG V-T H S	2	YES
929	HOLYOKE	WILLIAM J DEAN VOCATIONAL-TECHNICAL HIGH	2	NO
930	BOSTON	WOMANS TECHNICAL INSTITUTE	2	YES
931	WORCESTER	WORCESTER INDUSTRIAL TECHNICAL INSTITUT	2	YES
932	WORCESTER	WORCESTER INDUSTRIAL TECHNICAL INSTITUTE	2	NO
933	WORCESTER	WORCESTER JUNIOR COLLEGE	1	NO
934	WORCESTER	WORCESTER V T S	2	NO

STATE=MD

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
935	CUMBERLAND	ALLEGANY CMTY COLLEGE	1	NO
936	ARNOLD	ANNE ARUNDEL CMTY COLLEGE	1	NO
937	BALTIMORE	BALTIMORE,CMTY COLLEGE OF	1	NO
938	LAUREL	CAPITOL INST TECHNOLOGY	3	NO
939	CATONSVILLE	CATONSVILLE CMTY COLLEGE	1	YES
940	NORTH EAST	CECIL COMMUNITY COLLEGE	1	NO
941	LA PLATA	CHARLES CO CMTY COLLEGE	1	YES
942	WYE MILLS	CHESAPEAKE COLLEGE	1	NO
943	DUNDALK	DUNDALK CMTY COLLEGE	1	YES
944	BALT COUNTY	ESSEX COMMUNITY COLLEGE	1	NO
945	FREDERICK	FREDERICK CMTY COLLEGE	1	YES
946	MCHENRY	GARRETT COMMUNITY COLLEGE	1	NO
947	HAGERSTOWN	HAGERSTOWN JUNIOR COLLEGE	1	YES
948	BEL AIR	HARFORD COMMUNITY COLLEGE	1	NO
949	COLUMBIA	HOWARD COMMUNITY COLLEGE	1	NO
950	SILVER SPRING	MARYLAND C ART AND DESIGN	2	YES
951	COLLEGE PARK	MD COLLEGE PARK CAM,U OF	3	NO
952	ROCKVILLE	MONTGOMERY C ROCKVILLE	1	NO
953	TAKOMA PARK	MONTGOMERY C TAKOMA PARK	1	YES
954	GERMANTOWN	MONTGOMERY COL GERMANTOWN	1	NO
955	LARGO	PRINCE GEORGES CC	1	YES
956	STEVENSON	VILLA JULIE COLLEGE	3	YES
957	SALISBURY	WOR-WIC TECH CMTY COLLEGE	1	NO

STATE=ME

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
958	PORTLAND	ANDOVER COLLEGE	2	NO
959	AUBURN	CENTRAL ME VOC-TECH INST	2	NO
960	BANGOR	EASTERN ME VOC-TECH INST	1	NO
961	BANGOR	HUSSON COLLEGE	3	NO
962	FAIRFIELD	KENNEBEC VLY VOC-TECH	2	NO
963	AUGUSTA	MAINE AT AUGUSTA U OF	1	YES
964	FARMINGTON	MAINE AT FARMINGTON U OF	3	NO
965	FORT KENT	MAINE AT FORT KENT U OF	3	NO
966	ORONO	MAINE AT ORONO, U OF	3	NO
967	PRESQUE ISLE	ME AT PRESQUE ISLE, U OF	2	NO
968	PRESQUE ISLE	NTHN ME VOC TECH INST	1	NO
969	PORTLAND	STHN MAINE, UNIV OF	3	NO
970	WATERVILLE	THOMAS COLLEGE	3	NO
971	UNITY	UNITY COLLEGE	3	NO
972	SPRINGSALE	UNIVERSITY OF SOUTHERN MAINE	3	NO
973	CALAIS	WASHINGTON COUNTY VOC-TECH INSTITUTE	2	NO
974	PORTLAND	WESTBROOK COLLEGE	3	NO

STATE=MI

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
975	ALPENA	ALPENA COMMUNITY COLLEGE	1	NO
976	BERRIEN SPG	ANDREWS UNIVERSITY	3	YES
977	OWOSSO	BAKER JUNIOR COLLEGE	3	NO
978	FLINT	BAKER JUNIOR COLLEGE BUS	1	NO
979	ESCANABA	BAY DE NOC CNTY COLLEGE	1	YES
980	GRAND RAPIDS	CALVIN COLLEGE	3	YES
981	DETROIT	CAREER DEVELOPMENT CENTER	2	NO
982	MT PLEASANT	CENTRAL MICH UNIVERSITY	3	YES
983	FLINT	CHAS S MOTT CNTY COLLEGE	1	NO
984	YPSILANTI	CLEARY COLLEGE	3	NO
985	GRAND RAPIDS	DAVENPORT COLLEGE	1	NO
986	KALAMAZOO	DAVENPORT COLLEGE	1	NO
987	LANSING	DAVENPORT COLLEGE LANSING BRANCH	1	NO
988	UNIV CTR	DELTA COLLEGE	1	YES
989	DETROIT	DETROIT BUSINESS INSTITUTE	2	NO
990	DEARBORN	DETROIT COLLEGE OF BUS	3	NO
991	MADISON HTS	DETROIT COLLEGE OF BUSINESS	3	NO
992	FLINT	DETROIT COLLEGE OF BUSINESS	3	NO
993	DETROIT	DETROIT INSTITUTE OF COMMERCE	2	YES
994	DETROIT	DETROIT,UNIVERSITY OF	3	NO
995	YPSILANTI	EASTERN MICH UNIVERSITY	3	NO
996	BIG RAPIDS	FERRIS STATE COLLEGE	3	NO
997	CENTREVILLE	GLEN OAKS CNTY COLLEGE	1	NO
998	FLINT	GM INST	2	NO
999	IRONWOOD	GOGEBIC COMMUNITY COLLEGE	1	NO
1000	GRAND RAPIDS	GRAND RAPIDS BAPT C & SEM	3	YES
1001	GRAND RAPIDS	GRAND RAPIDS JR COLLEGE	1	NO
1002	DEARBORN	HENRY FORD CNTY COLLEGE	1	NO
1003	HIGHLAND PARK	HIGHLAND PK CNTY COLLEGE	1	NO
1004	JACKSON	JACKSON BUSINESS INSTITUTE	2	NO
1005	JACKSON	JACKSON COMMUNITY COLLEGE	1	YES
1006	CEDAR SPRINGS	JORDAN COLLEGE	3	NO
1007	KALAMAZOO	KALAMAZOO VALLEY CC	1	NO
1008	BATTLE CREEK	KELLOGG COMMUNITY COLLEGE	1	NO
1009	ROSCOMMON	KIRTLAND CNTY COLLEGE	1	NO
1010	BENTON HARBOR	LAKE MICHIGAN COLLEGE	1	NO
1011	SLT ST MARIE	LAKE SUPERIOR ST COLLEGE	3	YES
1012	LANSING	LANSING COMMUNITY COLLEGE	1	NO
1013	SOUTHFIELD	LAWRENCE INST TECHNOLOGY	3	YES
1014	DETROIT	LEWIS C BUSINESS	1	YES
1015	WARREN	MACOMB CNTY COLLEGE	1	YES
1016	MT CLEMENS	MACOMB CTY C C-CENTER CAMPUS	1	YES
1017	LIVONIA	MADONNA COLLEGE	3	NO
1018	DETROIT	MARYGROVE COLLEGE	3	NO
1019	DETROIT	MERCY COLLEGE OF DETROIT	3	NO
1020	ROCHESTER	MICH CHRISTIAN COLLEGE	1	YES
1021	ANN ARBOR	MICH-ANN ARBOR, UNIV OF	3	NO
1022	EAST LANSING	MICHIGAN STATE UNIVERSITY	3	YES
1023	HOUGHTON	MICHIGAN TECHNOLOGICAL U	3	YES
1024	HARRISON	MID MICHIGAN CNTY COLLEGE	1	YES
1025	MONROE	MONROE CO CNTY COLLEGE	1	NO
1026	SIDNEY	MONTCALM CNTY COLLEGE	1	NO

STATE=MI

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1027	MUSKEGON	MUSKEGON BUSINESS COLLEGE	1	NO
1028	MUSKEGON	MUSKEGON CNTY COLLEGE	1	NO
1029	PETOSKEY	NORTH CEN MICH COLLEGE	1	YES
1030	MARQUETTE	NORTHERN MICH UNIVERSITY	3	NO
1031	TRAVERSE CITY	NORTHWESTERN MICH COLLEGE	1	YES
1032	MIDLAND	NORTHWOOD INSTITUTE	3	NO
1033	BLOOMFLD HLS	OAKLAND COMMUNITY COLLEGE	1	NO
1034	AUBURN HEIGHTS	OAKLAND COMMUNITY COLLEGE AUBURN HILLS C	1	NO
1035	FARMINGTON	OAKLAND COMMUNITY COLLEGE ORCHARD RIDGE	1	YES
1036	ROCHESTER	OAKLAND UNIVERSITY	3	NO
1037	DETROIT	PAYNE-PULLIAM SCHOOL OF TRADE & COMMERC	2	YES
1038	DETROIT	PAYNE-PULLIAM SCHOOL OF TRADE & COMMERCE	2	NO
1039	SAGINAW	SAGINAW BUSINESS INSTITUTE	2	NO
1040	LIVONIA	SCHOOLCRAFT COLLEGE	1	NO
1041	ROYAL OAK	SE OAKLAND VE CENTER-CONT ED	2	YES
1042	FLINT	SERVICE CTR FOR VISUALLY IMPAIRED	3	NO
1043	DETROIT	SHAW COLLEGE AT DETROIT	3	YES
1044	PORT HURON	SNT CLAIR CO CNTY COLLEGE	1	NO
1045	DOWAGIAC	SOUTHWESTERN MICH COLLEGE	1	NO
1046	PLAINWELL	STATE TECHNICAL INSTITUTE & REHAB CENTER	2	NO
1047	HANCOCK	SUOMI COLLEGE	1	YES
1048	ANN ARBOR	WASHTENAW CNTY COLLEGE	1	NO
1049	DETROIT	WAYNE COUNTY CNTY COLLEGE	1	NO
1050	DETROIT	WAYNE STATE UNIVERSITY	3	NO
1051	SCOTTVILLE	WEST SHORE CNTY COLLEGE	1	YES
1052	KALAMAZOO	WESTERN MICH UNIVERSITY	3	NO

STATE=MN

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1053	ALBERT LEA	ALBERT LEA AREA VOCATIONAL-TECHNICAL INS	2	NO
1054	ALEXANDRIA	ALEXANDRIA VOC-TECH	2	YES
1055	ANOKA	ANOKA AREA VOC-TECH INSTITUTE	2	YES
1056	COON RAPIDS	ANOKA-RAMSEY CMTY COLLEGE	1	NO
1057	CAMBRIDGE	ANOKA-RAMSEY COMMUNITY COLL	1	YES
1058	AUSTIN	AUSTIN AREA VOCATIONAL-TECHNICAL INSTIT	2	YES
1059	AUSTIN	AUSTIN AREA VOCATIONAL-TECHNICAL INSTITU	2	NO
1060	AUSTIN	AUSTIN COMMUNITY COLLEGE	1	YES
1061	BEMIDJI	BEMIDJI AREA VOCATIONAL-TECHNICAL INSTIT	2	NO
1062	BEMIDJI	BEMIDJI STATE U	3	YES
1063	BRAINERD	BRAINERD AREA VOCATIONAL-TECHNICAL INST	2	YES
1064	BRAINERD	BRAINERD AREA VOCATIONAL-TECHNICAL INSTI	2	NO
1065	BRAINERD	BRAINERD CMTY COLLEGE	1	YES
1066	CANBY	CANBY AREA VOCATIONAL-TECHNICAL INSTITUT	2	NO
1067	ROSEMOUNT	DAKOTA CO AREA VOC-TECH	2	NO
1068	DETROIT LAKES	DETROIT LAKES AREA VOCATIONAL-TECHNICAL	2	NO
1069	DULUTH	DULTH AREA VOCATIONAL TECHNICAL INSTITU	2	YES
1070	DULUTH	DULTH AREA VOCATIONAL TECHNICAL INSTITUT	2	NO
1071	MINNEAPOLIS	DUNWOODY INDUSTRIAL INSTITUTE	2	NO
1072	E GRAND FORKS	EAST GRAND FORKS AREA VOC-TECH INSTITUTE	2	NO
1073	EVELETH	EVELETH AREA VOCATIONAL-TECHNICAL INSTIT	2	NO
1074	FARIBAULT	FARIBAULT AREA VOCATIONAL-TECHNICAL INST	2	NO
1075	FERGUS FALLS	FERGUS FALLS CMTY COLLEGE	1	NO
1076	MINNEAPOLIS	GOLDEN VLY LUTH COLLEGE	1	NO
1077	GRANITE FALLS	GRANITE FALLS AREA VOCATIONAL-TECHNICAL	2	YES
1078	BROOKLYN PARK	HENNEPIN TECH CTR	2	NO
1079	BROOKLYN PARK	HENNEPIN TECHNICAL CENTERS	2	YES
1080	MINNEAPOLIS	HENNEPIN TECHNICAL CENTERS	2	YES
1081	HIBBING	HIBBING AREA VOCATIONAL-TECHNICAL INSTIT	2	NO
1082	HIBBING	HIBBING COMMUNITY COLLEGE	1	YES
1083	HUTCHINSON	HUTCHINSON AREA VOCATIONAL-TECHNICAL INS	2	NO
1084	INVER GRV HTS	INVER HILLS CMTY COLLEGE	1	NO
1085	GRAND RAPIDS	ITASCA COMMUNITY COLLEGE	1	NO
1086	JACKSON	JACKSON AREA VOC-TECH INSTITUTE	2	YES
1087	WHITE BR LK	LAKEWOOD CMTY COLLEGE	1	NO
1088	DULUTH	LONDON RD CAMPUS-DAVTI	2	YES
1089	MANKATO	MANKATO AREA VOCATIONAL-TECHNICAL INSTI	2	YES
1090	MANKATO	MANKATO AREA VOCATIONAL-TECHNICAL INSTIT	2	NO
1091	MANKATO	MANKATO STATE UNIVERSITY	3	NO
1092	MINNEAPOLIS	MINN MNPLS SNT PAUL, U OF	3	NO
1093	CROOKSTON	MINN TECH C CROOKSTON, U	1	NO
1094	WASECA	MINN TECH C-WASECA, U OF	1	NO
1095	MINNEAPOLIS	MINNEAPOLIS AREA VOCATIONAL-TECHNICAL IN	2	NO
1096	MINNEAPOLIS	MINNEAPOLIS CMTY COLLEGE	1	YES
1097	MINNEAPOLIS	MINNEAPOLIS TECHNICAL INSTITUTE	2	NO
1098	DULUTH	MINNESOTA DULUTH, U OF	3	NO
1099	MOORHEAD	MOORHEAD AREA VOCATIONAL-TECHNICAL INSTI	2	NO
1100	MOORHEAD	MOORHEAD STATE UNIVERSITY	3	YES
1101	BROOKLYN PARK	N HENNEPIN CMTY COLLEGE	1	NO
1102	BLOOMINGTON	NORMANDALE CMTY COLLEGE	1	NO
1103	THF RIVR FLS	NORTHLAND CMTY COLLEGE	1	NO
1104	ST PAUL	NORTHWESTERN COLLEGE	3	NO

STATE=MN

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1105	PINE CITY	PINE TECHNICAL INSTITUTE	2	NO
1106	PIPESTONE	PIPESTONE AREA VOCATIONAL-TECHNICAL INS	2	YES
1107	PIPESTONE	PIPESTONE AREA VOCATIONAL-TECHNICAL INST	2	NO
1108	INTERNATIONAL F	RAINY RIVER CMTY COLLEGE	1	NO
1109	RED WING	RED WING AREA VOCATIONAL-TECHNICAL INSTI	2	NO
1110	ROCHESTER	ROCHESTER AREA VOCATIONAL-TECHNICAL INS	2	YES
1111	ROCHESTER	ROCHESTER AREA VOCATIONAL-TECHNICAL INST	2	NO
1112	ROCHESTER	ROCHESTER CMTY COLLEGE	1	NO
1113	SAINT CLOUD	SAINT CLOUD AREA VOCATIONAL-TECHNICAL IN	2	NO
1114	MINNEAPOLIS	SAINT MARY'S JR COLLEGE	1	NO
1115	ST PAUL	ST PAUL TECH VOC INST	2	YES
1116	STAPLES	STAPLES TECHNICAL INSTITUTE	2	NO
1117	MARSHALL	SW ST STATE UNIVERSITY	3	NO
1118	THIEF RIVER FLS	THIEF RIVER FALLS AREA VOCATIONAL-TECH I	2	NO
1119	ELY	VERMILION CMTY COLLEGE	1	YES
1120	WADENA	WADENA AREA VOCATIONAL-TECHNICAL INSTIT	2	YES
1121	WADENA	WADENA AREA VOCATIONAL-TECHNICAL INSTITU	2	NO
1122	WILLMAR	WILLMAR AREA VOCATIONAL-TECHNICAL INSTIT	2	NO
1123	WILLMAR	WILLMAR CMTY COLLEGE	1	NO
1124	WINONA	WINONA AREA VOCATIONAL-TECHNICAL SCHOOL	2	YES
1125	WORTHINGTON	WORTHINGTON CMTY COLLEGE	1	NO
1126	WHITE BEAR LAKE	916 AREA VOCATIONAL-TECHNICAL INSTITUTE	2	NO

STATE=MO

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1127	KANSAS CITY	AVILA COLLEGE	3	NO
1128	BOONVILLE	BOONSLICK AREA VOCATIONAL-TECHNICAL SCH	2	YES
1129	BOONVILLE	BOONSLICK AREA VOCATIONAL-TECHNICAL SCHO	2	NO
1130	CAPE GIRARDEAU	CAPE GIRARDEAU AREA VOCATIONAL SCHOOL	2	NO
1131	FAYETTE	CENT METH COLLEGE	3	NO
1132	FAYETTE	CENTRAL METHODIST COLLEGE	3	NO
1133	WARRENSBURG	CENTRAL MO ST UNIVERSITY	3	NO
1134	CHILLICOTHE	CHILLICOTHE AREA VOCATIONAL-TECHNICAL SC	2	NO
1135	COLUMBIA	COLUMBIA AREA VOCATIONAL SCH	2	NO
1136	COLUMBIA	COLUMBIA COLLEGE	3	YES
1137	NEOSHO	CROWDER COLLEGE	1	NO
1138	CANTON	CULVER-STOCKTON COLLEGE	3	NO
1139	SPRINGFIELD	DRURY COLLEGE	3	NO
1140	UNION	EAST CENTRAL COLLEGE	1	NO
1141	SPRINGFIELD	EVANGEL COLLEGE	3	YES
1142	JOPLIN	FRANKLIN TECH SCHOOL	2	YES
1143	SPRINGFIELD	GRAFF AREA VOCATIONAL-TECHNICAL SCHOOL	2	NO
1144	HANNIBAL	HANNIBAL AREA VOCATIONAL-TECHNICAL SCHO	2	YES
1145	HANNIBAL	HANNIBAL AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
1146	HANNIBAL	HANNIBAL-LAGRANGE COLLEGE	3	NO
1147	HILLSBORO	JEFFERSON COLLEGE	1	NO
1148	KANSAS CITY	KANSAS CITY TECHNICAL EDUCATION CENTER	2	NO
1149	KENNETT	KENNETT AREA VOC-TECH SCH	2	NO
1150	KIRKSVILLE	KIRKSVILLE A V T S	2	NO
1151	CAMDENTON	LAKE AREA VOCATIONAL SCHOOL	2	NO
1152	BONNE TERRE	LEAD BELT AREA VOCATIONAL-TECHNICAL SCH	2	YES
1153	BONNE TERRE	LEAD BELT AREA VOCATIONAL-TECHNICAL SCHO	2	NO
1154	LEXINGTON	LEX LA-RAY AREA VOCATIONAL-TECHNICAL SC	2	YES
1155	LEXINGTON	LEX LA-RAY AREA VOCATIONAL-TECHNICAL SCH	2	NO
1156	JEFFERSON CY	LINCOLN UNIVERSITY	3	YES
1157	ST LOUIS	LINDENWOOD COLLEGE	3	YES
1158	LINN	LINN TECHNICAL COLLEGE	2	NO
1159	LEE'S SUMMIT	LONGVIEW CMTY COLLEGE	1	NO
1160	KANSAS CITY	MAPLE WOODS CMTY COLLEGE	1	NO
1161	MARSHALL	MARSHALL A V T S	2	YES
1162	SAINT LOUIS	MARYVILLE COLLEGE	3	NO
1163	MEXICO	MEXICO AREA VOCATIONAL-TECHNICAL SCHOOL	2	YES
1164	FLAT RIVER	MINERAL AREA COLLEGE	1	NO
1165	JOPLIN	MISSOURI STHN ST COLLEGE	3	NO
1166	SAINT JOSEPH	MISSOURI WSTN ST COLLEGE	3	NO
1167	KANSAS CITY	MISSOURI-KANSAS CITY,U OF	3	YES
168	MOBERLY	MOBERLY AREA JUNIOR COLLE	1	NO
1169	MONETT	MONETT AREA VOCATIONAL SCHOOL	2	NO
1170	SAINT JOSEPH	N.S.HILLYARD A.V.T.S	2	NO
1171	NEVADA	NEVADA A V T S	2	NO
1172	NEW MADRID	NEW MADRID COUNTY R1 AREA VOC TECH	2	NO
1173	JEFFERSON CITY	NICHOLS CAREER CENTER PRACTICAL NURSING	2	NO
1174	FLORISSANT	NORTH COUNTY TECHNICAL SCHOOL	2	YES
1175	MARYVILLE	NORTHWEST MISSOURI AREA VOC TECH SCH	2	YES
1176	KIRKSVILLE	NTHEST MO ST UNIVERSITY	3	NO
1177	MARYVILLE	NTHWST MO ST UNIVERSITY	3	YES
1178	SAINT LOUIS	OFALLON TECHNICAL CENTER	2	NO

STATE=MO

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1179	KANSAS CITY	PARK COLLEGE	3	NO
1180	KANSAS CITY	PENN VALLEY CMTY COLLEGE	1	NO
1181	EOLIA	PIKE & LINCOLN CTIES A V S	2	NO
1182	KANSAS CITY	PIONEER COMMUNITY COLLEGE	1	YES
1183	POPLAR BLUFF	POPLAR BLUFF SCHOOL DIST PRACTICAL NURS	2	YES
1184	POPLAR BLUFF	POPLAR BLUFF SCHOOL DIST PRACTICAL NURSI	2	NO
1185	SAINT LOUIS	RANKEN TECHNICAL INSTITUTE	2	YES
1186	REEDS SPRING	REEDS SPRING AREA VO-TECH SCHOOL	2	YES
1187	ROLLA	ROLLA AREA VOCATIONAL-TECHNICAL SCHOOL	2	NO
1188	KIRKWOOD	SAINT LOUIS CC-MERAMEC	1	YES
1189	O'FALLON	SAINT MARY'S C O'FALLON	1	YES
1190	SIKESTON	SIKESTON AREA VOCATIONAL SCHOOL	2	YES
1191	SAINT LOUIS	SNT LU CC-FLORISSANT VLY	1	NO
1192	SAINT LOUIS	SNT LU CC-FOREST PARK	1	NO
1193	WEST PLAINS	SOUTH CENTRAL AREA VOC-TECH SCHOOL	2	NO
1194	SEDALIA	STATE FAIR CMTY COLLEGE	1	NO
1195	CPE GIRARDEAU	STHEST MO ST UNIVERSITY	3	YES
1196	SPRINGFIELD	STHWST MO ST UNIVERSITY	3	NO
1197	POPLAR BLUFF	THREE RIVERS CMTY COLLEGE	1	NO
1198	TRENTON	TRENTON JUNIOR COLLEGE	1	NO
1199	ELDON	TRI-COUNTY TECH SCHOOL	2	YES
1200	WARRENSBURG	WARRENSBURG A V T S	2	NO
1201	WAYNESVILLE	WAYNESVILLE A V T S	2	YES

STATE=MS

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1202	LORMAN	ALCORN STATE UNIVERSITY	3	NO
1203	CLARKSDALE	COAHOMA JUNIOR COLLEGE	1	YES
1204	NATCHEZ	COPIAH-LINCOLN JR COLLEGE	1	NO
1205	WESSON	COPIAH-LINCOLN JR COLLEGE	1	NO
1206	DECATUR	EAST CENTRAL JR COLLEGE	1	NO
1207	SCOOBA	EAST MISS JUNIOR COLLEGE	1	NO
1208	COLUMBUS	GOLDEN TRIANGLE VO TECH CENTER MDT	1	NO
1209	UTICA	HINDS JC,UTICA	1	NO
1210	JACKSON	HINDS JR COLLEGE JACKSON CAMPUS	1	NO
1211	RAYMOND	HINDS JUNIOR COLLEGE	1	NO
1212	GOODMAN	HOLMES JUNIOR COLLEGE	1	YES
1213	TUPELO	ITAWAMBA JUNIOR COLLEGE	1	NO
1214	FULTON	ITAWAMBA JUNIOR COLLEGE	1	NO
1215	ELLISVILLE	JONES CO JUNIOR COLLEGE	1	NO
1216	WEST POINT	MARY HOLMES COLLEGE	1	NO
1217	MERIDIAN	MERIDIAN JUNIOR COLLEGE	1	YES
1218	MOORHEAD	MISS DELTA JUNIOR COLLEGE	1	NO
1219	GAUTIER	MISS GULF COAST JUNIOR COLL., JACKSON CO	1	NO
1220	GULFPORT	MISS GULF COAST JUNIOR COLL., JEFF DAVIS	1	NO
1221	COLUMBUS	MISS UNIVERSITY FOR WOMEN	3	NO
1222	ITTA BENA	MISS VLY ST UNIVERSITY	3	NO
1223	LONG BEACH	MISS. GULF COAST JUNIOR COLL. WEST HARRI	1	NO
1224	PERKINSTON	MISSISSIPPI GULF COAST JC	1	NO
1225	LUCEDALE	MISSISSIPPI GULF COAST JR. COLLEGE	1	NO
1226	GREENVILLE	MS DELTA JR COLLEGE GREENVILLE VOCATION	1	YES
1227	GREENVILLE	MS DELTA JR COLLEGE GREENVILLE VOCATIONA	1	NO
1228	BOONEVILLE	NORTHEAST MISS JR COLLEGE	1	NO
1229	SENATOBIA	NORTHWEST MISS JR COLLEGE	1	NO
1230	HATTIESBURG	PEARL RIVER COLLEGE--VOC-TECH CENTER	1	NO
1231	POPLARVILLE	PEARL RIVER JR COLLEGE	1	NO
1232	SUMMIT	SOUTHWEST MISS JR COLLEGE	1	YES

STATE=MT

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1233	BILLINGS	BILLINGS VOCATIONAL TECHNICAL CENTER	2	YES
1234	BROWNING	BLACKFEET CMTY COLLEGE	1	NO
1235	BUTTE	BUTTE VOCATIONAL TECHNICAL CENTER	2	YES
1236	HELENA	CARROLL COLLEGE	3	NO
1237	GLENDIVE	DAWSON COMMUNITY COLLEGE	1	NO
1238	LAME DEER	DULL KNIFE MEMORIAL C	1	NO
1239	KALISPELL	FLATHEAD VLY CMTY COLLEGE	1	YES
1240	POPLAR	FORT PECK COMMUNITY COLLEGE	1	NO
1241	GREAT FALLS	GREAT FALLS VOCATIONAL TECHNICAL CENTER	2	NO
1242	GREAT FALLS	GREAT FALLS, COLLEGE OF	3	YES
1243	HELENA	HELENA VOCATIONAL-TECHNICAL CENTER	2	NO
1244	MILES CITY	MILES COMMUNITY COLLEGE	1	NO
1245	MISSOULA	MISSOULA VOCATIONAL TECHNICAL CENTER	2	NO
1246	HAVRE	NORTHERN MONTANA COLLEGE	3	NO
1247	PABLO	SALISH KOOTENAI CMTY C	1	NO
1248	DILLON	WESTERN MONTANA COLLEGE	3	NO

STATE=NC

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1249	ELIZABETH CY	ALBEMARLE COLLEGE OF THE	1	YES
1250	ANSONVILLE	ANSON TECHNICAL COLLEGE	1	NO
1251	ASHEVILLE	ASHEVL BUNCOMBE TECH C	1	NO
1252	CONCORD	BARBER-SCOTIA COLLEGE	3	NO
1253	WASHINGTON	BEAUFORT CO CNTY COLLEGE	1	NO
1254	BUBLIN	BLADEN TECHNICAL INST	1	YES
1255	FLAT ROCK	BLUE RIDGE TECHNICAL C	1	NO
1256	BREVARD	BREVARD COLLEGE	1	NO
1257	SUPPLY	BRUNSWICK TECH C	2	YES
1258	LENOIR	CALDWELL CC AND TECH INST	1	NO
1259	WILMINGTON	CAPE FEAR TECHNICAL INST	1	NO
1260	MOREHEAD CITY	CARTERET TECHNICAL COL	1	YES
1261	HICKORY	CATAWBA VALLEY TECH C	1	NO
1262	SANFORD	CEN CAROLINA TECH C	1	NO
1263	CHARLOTTE	CEN PIEDMONT CNTY COLLEGE	1	YES
1264	MURFREESBORO	CHOWAN COLLEGE	1	YES
1265	SHELBY	CLEVELAND TECH COLLEGE	1	YES
1266	JACKSONVILLE	COASTAL CAROLINA CC	1	NO
1267	NEW BERN	CRAVEN COMMUNITY COLLEGE	1	NO
1268	LEXINGTON	DAVIDSON CO CNTY COLLEGE	1	YES
1269	DURHAM	DUKE UNIVERSITY	3	YES
1270	DURHAM	DURHAM TECHNICAL INST	1	NO
1271	TARBORO	EDGECOMBE TECH COLLEGE	1	NO
1272	ELON COLLEGE	ELON COLLEGE	3	NO
1273	FAYETTEVILLE	FAYETTEVILLE TECH INST	1	YES
1274	WINSTON-SALEM	FORSYTH TECHNICAL INST	1	NO
1275	BOILING SPG	GARDNER-WEBB COLLEGE	3	NO
1276	DALLAS	GASTON COLLEGE	1	NO
1277	JAMESTOWN	GUILFORD TECHNICAL CC	3	YES
1278	WELDON	HALIFAX CNTY COLLEGE	1	YES
1279	CLYDE	HAYWOOD TECHNICAL COLLEGE	1	YES
1280	SPINDALE	ISOTHERMAL CNTY COLLEGE	1	NO
1281	KENANSVILLE	JAMES SPRUNT TECH COLLEGE	1	NO
1282	SMITHFIELD	JOHNSTON TECHNICAL COL	1	YES
1283	BANNER ELK	LEES-MCRAE COLLEGE	1	YES
1284	KINSTON	LENOIR CNTY COLLEGE	1	NO
1285	LOUISBURG	LOUISBURG COLLEGE	1	NO
1286	MARS HILL	MARS HILL COLLEGE	3	YES
1287	WILLIAMSTON	MARTIN COMMUNITY COLLEGE	1	NO
1288	SPRUCE PINE	MAYLAND TECHNICAL COLLEGE	1	NO
1289	MARION	MCDOWELL TECHNICAL COL	1	YES
1290	STATESVILLE	MITCHELL CNTY COLLEGE	1	YES
1291	TROY	MONTGOMERY TECH COL	1	NO
1292	MONTREAT	MONTREAT-ANDERSON COLLEGE	1	YES
1293	MOUNT OLIVE	MOUNT OLIVE COLLEGE	1	YES
1294	ROCKY MOUNT	NASH TECHNICAL INSTITUTE	1	YES
1295	CHAPEL HILL	NC AT CHAPEL HILL, U OF	3	YES
1296	RALEIGH	NC STATE U RALEIGH	3	NO
1297	WILMINGTON	NC WILMINGTON, UNIV OF	3	NO
1298	GRANTSBORO	PAMLICO TECHNICAL C	1	NO
1299	RALEIGH	PEACE COLLEGE	1	NO
1300	ROXBORO	PIEDMONT TECHNICAL C	1	NO

STATE=NC

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1301	GREENVILLE	PITT CNTY COLLEGE	1	NO
1302	ASHEBORO	RANDOLPH TECHNICAL C	1	NO
1303	HAMLET	RICHMOND TECHNICAL C	1	NO
1304	AHOSKIE	ROANOKE-CHOWAN TECH C	1	NO
1305	LUMBERTON	ROBESON TECHNICAL COL	1	NO
1306	WENTWORTH	ROCKINGHAM CNTY COLLEGE	1	YES
1307	SALISBURY	ROWAN TECHNICAL COLLEGE	1	NO
1308	CLINTON	SAMPSON TECHNICAL INST	1	NO
1309	CARTHAGE	SANDHILLS CNTY COLLEGE	1	NO
1310	WHITEVILLE	SOUTHEASTERN CNTY COLLEGE	1	NO
1311	SYLVA	SOUTHWESTERN TECH C	1	NO
1312	ALBEMARLE	STANLY TECHNICAL C	1	NO
1313	DOBSON	SURRY COMMUNITY COLLEGE	1	NO
1314	HAW RIVER	TECH C OF ALAMANCE	1	YES
1315	MURPHY	TRI-COUNTY CNTY COLLEGE	1	NO
1316	HENDERSON	VANCE-GRANVL CNTY COLLEGE	1	NO
1317	RALEIGH	WAKE TECHNICAL COLLEGE	1	NO
1318	BOONE	WATAUGA DIVISION-CALDWELL COMMUNITY COL	1	YES
1319	BOONE	WATAUGA DIVISION-CALDWELL COMMUNITY COLL	1	NO
1320	GOLDSBORO	WAYNE COMMUNITY COLLEGE	1	YES
1321	MORGANTON	WESTERN PIEDMONT CC	1	NO
1322	WILKESBORO	WILKES COMMUNITY COLLEGE	1	NO
1323	WILSON	WILSON CO TECHNICAL INST	1	NO
1324	WINGATE	WINGATE COLLEGE	3	NO

STATE=ND

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1325	BISMARCK	BISMARCK JUNIOR COLLEGE	1	YES
1326	DICKINSON	DICKINSON STATE COLLEGE	3	NO
1327	DEVILS LAKE	LAKE REGION CNTY COLLEGE	1	YES
1328	BISMARCK	MARY COLLEGE	3	YES
1329	MAYVILLE	MAYVILLE STATE COLLEGE	3	NO
1330	MINOT	MINOT STATE COLLEGE	3	NO
1331	WAHPETON	ND STATE SCHOOL SCIENCE	1	YES
1332	BOTTINEAU	ND STATE U BOTTINEAU	1	NO
1333	FARGO	ND STATE U MAIN CAMPUS	3	NO
1334	WILLISTON	ND WILLISTON BRANCH U OF	1	YES
1335	BELCOURT	TURTLE MOUNTAIN CNTY COL	1	NO
1336	VALLEY CITY	VALLEY CITY STATE COLLEGE	3	NO

SAS

STATE=NE

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1337	GRAND ISLAND	CENTRAL CNTY COLLEGE - GRAND ISLAND	1	YES
1338	HASTINGS	CENTRAL COMMUNITY COLLEGE - HASTINGS CAM	1	NO
1339	COLUMBUS	CENTRAL COMMUNITY COLLEGE PLATTE CAMPUS	1	NO
1340	CHADRON	CHADRON STATE COLLEGE	3	NO
1341	MCCOOK	MCCOOK COMMUNITY COLLEGE	1	NO
1342	OMAHA	METROPOLITAN TECH CC AREA	1	YES
1343	NORTH PLATTE	MID PLAINS CC AREA	1	NO
1344	FREMONT	MIDLAND LUTHERAN COLLEGE	3	NO
1345	WINNEBAGO	NEBRASKA INDIAN CC	1	NO
1346	LINCOLN	NEBRASKA WESLEYAN UNIV	3	NO
1347	LINCOLN	NEBRASKA-LINCOLN U OF	3	NO
1348	NORFOLK	NORTHEAST TECH CC AREA	1	NO
1349	PERU	PERU STATE COLLEGE	3	NO
1350	OMAHA	SAINT MARY, COLLEGE OF	3	YES
1351	LINCOLN	SOUTHEAST COMMUNITY COLLEGE LINCOLN CAMP	1	NO
1352	MILFORD	SOUTHEAST COMMUNITY COLLEGE MILFORD CAMP	1	NO
1353	LINCOLN	STHESTN NE TECH CC AREA	1	NO
1354	LINCOLN	UNION COLLEGE	3	NO
1355	CURTIS	UNIVERSITY OF NEBRASKA	3	NO
1356	SIDNEY	WESTERN NE TECH CC	1	YES
1357	SIDNEY	WESTERN NEB TECH SCH	1	NO
1358	SIDNEY	WESTERN NEBRASKA TECHNICAL COLLEGE	2	NO
1359	SCOTTSBLUFF	WESTERN TECHNICAL CC AREA	1	NO

STATE=NH

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1360	WINDHAM	CASTLE JUNIOR COLLEGE	1	YES
1361	NEW LONDON	COLBY-SAWYER COLLEGE	3	YES
1362	NASHUA	DANIEL WEBSTER COLLEGE	3	YES
1363	NASHUA	FRANKLIN PIERCE COLLEGE	3	NO
1364	DOVER	FRANKLIN PIERCE COLLEGE	3	NO
1365	ANTRIM	HAWTHORNE COLLEGE	3	YES
1366	LEBANON	LEBANON COLLEGE	1	NO
1367	MANCHESTER	NEW HAMPSHIRE COLLEGE	3	NO
1368	LACONIA	NEW HAMPSHIRE COLLEGE - LACONIA CENTER	3	NO
1369	PORTSMOUTH	NEW HAMPSHIRE COLLEGE EXT	3	YES
1370	SALEM	NEW HAMPSHIRE COLLEGE SALEM CENTER	3	NO
1371	DURHAM	NEW HAMPSHIRE U OF	3	NO
1372	KEENE	NH KEENE ST COLLEGE U OF	3	NO
1373	MANCHESTER	NH MERRIMACK VALLEY COLLEGE	3	NO
1374	PLYMOUTH	NH PLYMOUTH ST COLLEGE U	3	NO
1375	CONCORD	NH TECHNICAL INSTITUTE	2	YES
1376	BERLIN	NH VOC-TECH C BERLIN	1	YES
1377	CLAREMONT	NH VOC-TECH C CLAREMONT	1	NO
1378	LACONIA	NH VOC-TECH C LACONIA	1	NO
1379	MANCHESTER	NH VOC-TECH C MANCHESTER	1	YES
1380	NASHUA	NH VOC-TECH C NASHUA	1	NO
1381	STRATHAM	NH VOC-TECH C STRATHAM	2	YES
1382	MANCHESTER	NOTRE DAME COLLEGE	3	NO
1383	NASHUA	RIVIER COLLEGE	3	YES
1384	MANCHESTER	SAINT ANSELM COLLEGE	3	NO
1385	CHESTER	WHITE PINES COLLEGE	3	YES

STATE=NJ

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1386	MAYS LANDING	ATLANTIC CNTY COLLEGE	1	YES
1387	MAYS LANDING	ATLA COUNTY AREA VOC-TECH SCHOOL	2	NO
1388	HACKENSACK	BERGEN CO VOCATIONAL TECH HIGH SCHOOL	2	NO
1389	PARAMUS	BERGEN COMMUNITY COLLEGE	1	NO
1390	HACKENSACK	BERGEN TECHNICAL TRAINING CTR	2	NO
1391	LINCROFT	BROOKDALE CNTY COLLEGE	1	NO
1392	MONT HOLLY	BURLINGTON CO VOC-TECH SCHOOL	2	NO
1393	PEMBERTON	BURLINGTON COUNTY COLLEGE	1	NO
1394	BLACKWOOD	CAMDEN COUNTY COLLEGE	1	NO
1395	SICKLERVILLE	CAMDEN CTY A V T S-GLOUCESTER	2	YES
1396	CAPE MAY COURTH	CAPE MAY COUNTY VO-TECH SCHOOL	2	NO
		LEGE	3	YES
		OF MORRIS	1	NO
		UNTY COLLEGE	1	NO
		V A V T S	2	NO
		COLLEGE	1	NO
		H CAREER CTR	2	NO
		UNIV TEANECK	3	YES
		X PLANNING SCHOOL	1	NO
		OR-MAD CAM	3	YES
		UNTY AREA VOC-TECH SCHOOL	2	YES
		UNTY COLLEGE	1	NO
			1	NO
1400	TRENTON	MERCER CO CNTY COLLEGE	1	NO

STATE=NJ

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1410	TRENTON	MERCER CTY VO-TECH SCH	2	NO
1411	EDISON	MIDDLESEX COUNTY COLLEGE	1	NO
1412	NEW BRUNSWICK	MIDDLESEX CTY A V T S	2	YES
1413	WOODBRIDGE	MIDDLESEX CTY A V T S	2	YES
1414	W LONG BRANCH	MONMOUTH COLLEGE	3	YES
1415	MIDDLETWOWN	MONMOUTH CTY A V T S	2	YES
1416	MARLBORO	MONMOUTH CTY A V T S	2	YES
1417	MIDDLETWOWN	MONMOUTH CTY A V T S	2	YES
1418	DENVILLE	MORRIS CO VOCATIONAL & TECHN SCHL	2	NO
1419	MERCHANTVILLE	NEW AMERICANS LEARNING CENTER	1	NO
1420	NEWARK	NJ INSTITUTE TECHNOLOGY	3	YES
1421	ANANDALE	NORTH HUNTERDON REG A V T S	2	YES
1422	BRICKTOWN	OCEAN COUNTY A V T S	2	YES
1423	TOMS RIVER	OCEAN COUNTY COLLEGE	1	NO
1424	JACKSON	OCEAN CTY A V T S	2	YES
1425	TOMS RIVER	OCEAN CTY CO-TECH SCHOOL, ADLT DIV	2	NO
1426	DEMAREST	OLD CHURCH CULTURAL CENTER	1	NO
1427	PATERSON	PASSAIC CO CNTY COLLEGE	1	NO
1428	LAWRENCEVILLE	RIDER COLLEGE	3	YES
1429	JERSEY CITY	SAINT PETERS COLLEGE	3	NO
1430	CARNEYS POINT	SALEM COMMUNITY COLLEGE	1	NO
1431	WOODSTOWN	SALEM COUNTY VOCATIONAL CAREER CENTER	1	YES
1432	SOMERVILLE	SOMERSET COUNTY COLLEGE	1	YES
1433	BRIDGEWATER	SOMERSET COUNTY TECH INSTITUTE	1	YES
1434	SPARTS	SUSSEX COUNTY VOCATIONAL/TECHNCIAL SCHOO	2	NO
1435	SPARTA	SUSSEX CTY V-T SCHOOL	2	NO
1436	TRENTON	THOMAS A EDISON STATE COLLEGE	3	YES
1437	CRANFORD	UNION COUNTY COLLEGE	1	YES
1438	EAST ORANGE	UPSALA COLLEGE	3	YES
1439	WASHINGTON	WARREN CTY A V T S	2	NO

STATE=NM

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1440	ALBUQUERQUE	ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITU	2	NO
1441	LAS CRUCES	DONA ANA BRANCH COMMUNITY COLLEGE	2	NO
1442	CLOVIS	EASTERN NEW MEXICO UNIVERSITY--CLOVIS CA	3	NO
1443	PORTALES	EASTERN NM U MAIN CAMPUS	3	NO
1444	ROSWELL	EASTERN NM U ROSWELL	1	NO
1445	LAS VEGAS	LUNA AREA VOC SCHOOL	2	NO
1446	SPRINGER	LUNA VOC-TECH INSTITUTE	2	YES
1447	SANTA ROSA	LUNA VOC-TECH INSTITUTE	2	YES
1448	LAS VEGAS	NEW MEXICO HIGHLANDS U	3	NO
1449	HOBBS	NEW MEXICO JUNIOR COLLEGE	1	NO
1450	GALLUP	NM GALLUP BRANCH,U OF	3	NO
1451	ALBUQUERQUE	NM MAIN CAMPUS, UNIV OF	3	NO
1452	ALAMOGORDO	NM STATE U ALAMOGORDO	3	NO
1453	CARLSBAD	NM STATE U CARLSBAD	3	NO
1454	GRANTS	NM STATE U GRANTS BRANCH	3	NO
1455	LAS CRUCES	NM STATE U MAIN CAMPUS	3	NO
1456	EL RITO	NORTHERN NEW MEXICO CC	1	NO
1457	FARMINGTON	SAN JUAN COLLEGE	1	YES
1458	SANTA FE	SANTA FE COMMUNITY COL	1	NO
1459	SANTA FE	SANTA FE, COLLEGE OF	3	NO
1460	ALBUQUERQUE	SOUTHWESTERN INDIAN POLYTECHNIC INSTITUT	2	NO
1461	TUCUMCARI	TUCUMCARI AREA VOCATIONAL SCHOOL	2	NO
1462	SILVER CITY	WESTERN NM UNIVERSITY	3	NO

SAS

STATE=NV

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1463	LAS VEGAS	CLARK CO CNTY COLLEGE	1	NO
1464	LAS VEGAS	NEVADA-LAS VEGAS, UNIV OF	3	YES
1465	RENO	NEVADA-RENO, UNIV OF	3	YES
1466	ELKO	NORTHERN NEV CNTY COLLEGE	1	YES
1467	RENO	TRUCKEE MEADOWS CC	1	YES
1468	CARSON CITY	WESTERN NEVADA CNTY COL	1	NO

STATE=NY

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1469	GLENS FALLS	ADIRONDACK CNTY COLLEGE	1	NO
1470	NEW YORK	ASSOC DEGREE PRG PRATT MANHATTAN CTR	3	YES
1471	NEW YORK	BRANSON ORT TECH INST	2	YES
1472	BINGHAMTON	BROOME COMMUNITY COLLEGE	1	NO
1473	AUBURN	CAYUGA CO CNTY COLLEGE	1	NO
1474	CAZENOVIA	CAZENOVIA COLLEGE	3	NO
1475	PLATTSBURGH	CLINTON COMMUNITY COLLEGE	1	YES
1476	NEW YORK	COLUMBIA U CENTRAL OFF	3	NO
1477	HUDSON	COLUMBIA-GREENE CC	1	NO
1478	BRONXVILLE	CONCORDIA COLLEGE	3	NO
1479	NEW YORK	COOPER UNION	3	NO
1480	CORNING	CORNING COMMUNITY COLLEGE	1	YES
1481	NEW YORK	CUNY BORO OF MANHATTAN CC	1	NO
1482	BRONX	CUNY BRONX CNTY COLLEGE	1	YES
1483	STATEN ISLAND	CUNY C OF STATEN ISLAND	1	NO
1484	BRONX	CUNY HOSTOS CNTY COLLEGE	1	NO
1485	BROOKLYN	CUNY KINGSBOROUGH CC	1	NO
1486	LONG IS CY	CUNY LA GUARDIA CC	1	NO
1487	BROOKLYN	CUNY MEDGAR EVERS COLLEGE	1	NO
1488	BROOKLYN	CUNY NEW YORK CITY TECH C	1	NO
1489	NEW YORK	CUNY QUEENSBOROUGH CC	1	NO
1490	POUGHKEEPSIE	DUTCHESS CNTY COLLEGE	1	NO
1491	YONKERS	ELIZABETH SETON COLLEGE	3	NO
1492	ELMIRA	ELMIRA COLLEGE	3	YES
1493	BUFFALO	ERIE CC CITY CAMPUS	1	YES
1494	WILLIAMSVILLE	ERIE CC NORTH CAMPUS	1	NO
1495	ORCHARD PARK	ERIE CC SOUTH CAMPUS	1	YES
1496	NEW YORK	FASHION INST TECHNOLOGY	3	YES
1497	CANANDAIGUA	FINGER LAKES,CNTY COLLEGE	1	YES
1498	JOHNSTOWN	FULTON-MONTGOMERY CC	1	NO
1499	BATAVIA	GENESEE COMMUNITY COLLEGE	1	NO
1500	HERKIMER	HERKIMER CO CNTY COLLEGE	1	YES
1501	HAMBURG	HILBERT COLLEGE	1	NO
1502	HOUGHTON	HOUGHTON COLLEGE	3	NO
1503	TROY	HUDSON VLY CNTY COLLEGE	1	YES
1504	OLEAN	JAMESTOWN CNTY COL, CATTARAUGES CNTY BR	1	YES
1505	JAMESTOWN	JAMESTOWN CNTY COLLEGE	1	NO
1506	WATERTOWN	JEFFERSON CNTY COLLEGE	1	NO
1507	BROOKLYN	LONG IS U BROOKLYN CAMPUS	3	NO
1508	GREENVALE	LONG IS U C W POST CENTER	3	NO
1509	ALBANY	MARIA COLLEGE OF ALBANY	1	YES
1510	SYRACUSE	MARIA REGINA COLLEGE	1	YES
1511	POUGHKEEPSIE	MARIST COLLEGE	3	YES
1512	NEW YORK	MARYMOUNT MANHATTAN C	3	NO
1513	OGDENSBURG	MATER DEI COLLEGE	1	NO
1514	VALHALLA	MID WESTCHESTER CENTER FOR OCCUPATIONAL	2	YES
1515	UTICA	MOHAWK VLY CNTY COLLEGE	1	YES
1516	ROCHESTER	MONROE COMMUNITY COLLEGE	1	NO
1517	NEW YORK	N Y C COMM COLL VOORHEES CAMPUS	3	YES
1518	GARDEN CITY	NASSAU COMMUNITY COLLEGE	1	NO
1519	NEW YORK	NEW YORK UNIVERSITY	3	YES
1520	SANBORN	NIAGARA CO CNTY COLLEGE	1	NO

STATE=NY

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1521	NIAGARA FALLS	NIAGARA UNIVERSITY	3	YES
1522	SARANAC LAKE	NORTH COUNTRY CMTY COLLEGE	1	NO
1523	ELIZABETHTOWN	NORTH COUNTRY COMMUNITY COLL AT ELIZABE	1	YES
1521	ZABETHTOWN	NORTH COUNTRY COMMUNITY COLL AT ELIZABET	1	NO
1525	OLD WESTBURY	NY INST TECHN MAIN CAMPUS	3	NO
1526	NEW YORK	NY INST TECHN NY CTY CAM	3	NO
1527	NEW YORK	NY SCH OF INTERIOR DESIGN	3	NO
1528	SYRACUSE	ONONDAGA CMTY COLLEGE	1	YES
1529	MIDDLETOWN	ORANGE CO CMTY COLLEGE	1	NO
1530	PLEASANTVILLE	PACE U PLSNTVL-BRCLF CAM	3	NO
1531	WHITE PLAINS	PACE U WHITE PLAINS CAM	3	NO
1532	NEW YORK	PACE UNIVERSITY NEW YORK	3	NO
1533	NEW YORK	PARSONS SCHOOL OF DESIGN	3	YES
1534	PAUL SMITHS	PAUL SMITH'S C ARTS & SCI	1	NO
1535	ROCHESTER	ROCHESTER INST TECHNOLOGY	3	YES
1536	SUFFERN	ROCKLAND CMTY COLLEGE	1	NO
1537	ALBANY	RUSSELL SAGE JC OF ALBANY	1	NO
1538	BROOKLYN	SAINT FRANCIS COLLEGE	3	NO
1539	SCHENECTADY	SCHENECTADY COUNTY CC	1	NO
1540	JAMAICA	ST. JOHN'S UNIV, NEW YORK	3	NO
1541	ALBANY	STATE U NEW YORK SYS OFF	3	NO
1542	RIVERHEAD	SUFFOLK CO CC ESTN CAM	1	YES
1543	SELDEN	SUFFOLK CO CC SELDEN CAM	1	NO
1544	BRENTWOOD	SUFFOLK CO CC WSTN CAM	1	YES
1545	LOCH SHLDRAKE	SULLIVAN CO CMTY COLLEGE	1	NO
546	HEMPSTEAD	SUNY EDUCATIONAL OPPORTUNITY, CENTER OF	3	NO
1547	ALFRED	SUNY AGRL & TECH C ALFRED	1	NO
1548	CANTON	SUNY AGRL & TECH C CANTON	1	YES
1549	DELHI	SUNY AGRL & TECH C DELHI	1	YES
1550	COBLESKILL	SUNY AGRL TECH C COBLESKL	1	NO
1551	FARMINGDALE	SUNY AGRL TECH C FARMNGDL	1	NO
1552	MORRISVILLE	SUNY AGRL TECH C MORRISVL	1	YES
1553	BUFFALO	SUNY AT BUFFALO MAIN CAM	3	NO
1554	SARATOGA SPG	SUNY EMPIRE STATE COLLEGE	3	NO
1555	DRYDEN	TOMPKINS-CORTLAND CC	1	NO
1556	BUFFALO	TROCAIRE COLLEGE	1	NO
1557	STONE RIDGE	ULSTER CO CMTY COLLEGE	1	YES
1558	BUFFALO	VILLA MARIA COLLEGE BFLO	1	YES
1559	VALHALLA	WESTCHESTER CMTY COLLEGE	1	YES

STATE=OH

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1560	NILES	A. T. E. S. TECH INST	2	NO
1561	AKRON	AKRON ADULT VOCATIONAL SERVICES	2	NO
1562	AKRON	AKRON MAIN CAMPUS,U OF	3	NO
1563	ORRVILLE	AKRON WAYNE GEN-TECH C, U	1	NO
1564	ASHLAND	ASHLAND CO WEST HOME JOINT VOCATIONAL SC	2	NO
1565	ASHLAND	ASHLAND COLLEGE	3	NO
1566	JEFFERSON	ASHTABULA COUNTY JOINT VOCATIONAL SCHOO	2	YES
1567	JEFFERSON	ASHTABULA COUNTY JOINT VOCATIONAL SCHOOL	2	NO
1568	PAINESVILLE	AUBURN CAREER CENTER	2	NO
1569	ST CLAIRSVL	BELMONT TECHNICAL COLLEGE	1	NO
1570	HURON	BOWLING GRN ST U FIRELDS	1	NO
1571	BOWLING GREEN	BOWLING GRN ST U MAIN CAM	3	NO
1572	HAMILTON	BUTLER COUNTY JVS DISTRICT D RUSSEL LEE	2	NO
1573	NEWARK	CENTRAL OHIO TECHNICAL C	1	NO
1574	CINCINNATI	CINCINNATI TECH COLLEGE	1	NO
1575	BATAVIA	CINN CLERMNT GEN-TECH, U	1	NO
1576	BLUE ASH	CINN RAYMND WLTERS C, U	3	NO
1577	SPRINGFIELD	CLARK TECHNICAL COLLEGE	1	NO
1578	LISBON	COLUMBIANA COUNTY JOINT VOCATIONAL SCHO	2	YES
1579	LISBON	COLUMBIANA COUNTY JOINT VOCATIONAL SCHOO	2	NO
1580	COLUMBUS	COLUMBUS TECHNICAL INST	1	NO
1581	CLEVELAND	CUYAHOGA CC DISTRICT	1	YES
1582	PARMA	CUYAHOGA CC-WESTERN CAMPUS	1	NO
1583	DAYTON	DAYTON ADULT TRAINING/ EDUCATIONAL CENT	2	YES
1584	DAYTON	DAYTON ADULT TRAINING/ EDUCATIONAL CENTE	2	NO
1585	DAYTON	DAYTON PUBLIC NIGHT SCHOOL	2	NO
1586	DAYTON	DAYTON, UNIVERSITY OF	3	NO
1587	DEFIANCE	DEFIANCE COLLEGE	3	NO
1588	CINNCINATI	DIAMOND OAKS CAREER CTR	2	NO
1589	CLEVELAND	DYKE COLLEGE	3	YES
1590	PIQUA	EDISON STATE CMTY COLLEGE	1	NO
1591	MILAN	EHOVE JOINT VOCATIONAL SCHOOL	2	YES
1592	FINDLAY	FINDLAY COLLEGE	3	NO
1593	ARCHBOLD	FOUR CTY J V S	2	NO
1594	COLUMBUS	FRANKLIN UNIVERSITY	3	NO
1595	DAYTON	GARFIELD SKILLS CTR	2	YES
1596	NELSONVILLE	HOCKING TECHNICAL COLLEGE	1	NO
1597	STEUBENVILLE	JEFFERSON TECHNICAL C	1	YES
1598	ASHTABULA	KENT ST ASHTABULA REG CAM	3	NO
1599	E LIVERPOOL	KENT ST E LIVERPL REG CAM	3	NO
1600	WARREN	KENT ST TRUMBULL REG CAM	3	NO
1601	NEW PHILA	KENT ST TUSCARAWS REG CAM	3	NO
1602	SALEM	KENT ST U SALEM REG CAM	3	YES
1603	KENT	KENT STATE U MAIN CAMPUS	3	YES
1604	BURTON	KENT STATE UNIVERSITY GEAUGA CAMPUS	3	NO
1605	MENTOR	LAKELAND CMTY COLLEGE	1	NO
1606	WILMINGTON	LAUREL OAKS CAREER DEVELOPMENT CAMPUS	2	NO
1607	CHESAPEAKE	LAWRENCE COUNTY JOINT VOCATIONAL SCHOOL	2	YES
1608	LIMA	LIMA TECHNICAL COLLEGE	1	YES
1609	MILFORD	LIVE OAKS CAREER DEVELOPMENT CAMPUS	2	NO
1610	ELYRIA	LORAIN CO CMTY COLLEGE	1	NO
1611	SYLVANIA	LOURDES COLLEGE	3	NO

STATE=OH

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1612	CANTON	MALONE COLLEGE	3	NO
1613	MARION	MARION TECHNICAL COLLEGE	1	NO
1614	MEDINA	MEDINA COUNTY VOCATIONAL CENTER	2	NO
1615	HAMILTON	MIAMI U HAMILTON CAMPUS	3	NO
1616	MIDDLETOWN	MIAMI U MIDDLETOWN CAMPUS	3	NO
1617	CLAYTON	MONTGOMERY COUNTY JOINT VOCATIONAL SCHOO	2	NO
1618	MOUNT VERNON	MOUNT VERNON NAZARENE C	3	YES
1619	MT ST JOSEPH	MT SNT JOS-ON-THE-OHIO,C	3	YES
1620	ZANESVILLE	MUSKINGUM AREA TECH C	2	NO
1621	COLUMBUS	NHAW HOME STUDT INSTITUTE	2	YES
1622	MANSFIELD	NORTH CEN TECH COLLEGE	1	YES
1623	ARCHBOLD	NORTHWEST TECH COLLEGE	1	YES
1624	CLEVELAND	NOTRE DAME COLLEGE	3	NO
1625	COLUMBUS	OHIO DOMINICAN COLLEGE	3	NO
1626	WOOSTER	OHIO ST U AGRL TECH INST	3	NO
1627	COLUMBUS	OHIO STATE U MAIN CAMPUS	3	NO
1628	CHILLICOTHE	OHIO U CHILLICOTHE BR	3	YES
1629	LANCASTER	OHIO U LANCASTER BRANCH	3	NO
1630	ATHENS	OHIO U MAIN CAMPUS	3	YES
1631	ZANESVILLE	OHIO U ZANESVILLE BRANCH	3	NO
1632	WESTERVILLE	OTTERBEIN COLLEGE	3	YES
1633	TOLEDO	OWENS TECHNICAL COLLEGE	1	YES
1634	PERRYSBURG	PENTA CTY J V S	2	NO
1635	CINCINNATI	QUEEN CITY VOCATIONAL CENTER	2	NO
1636	RIO GRANDE	RIO GRANDE COLLEGE	3	YES
1637	CINCINNATI	SCARLET OAKS CAREER DEV CAMPUS	2	NO
1638	PORTSMOUTH	SHAWNEE ST CMTY COLLEGE	1	NO
1639	DAYTON	SINCLAIR CMTY COLLEGE	1	YES
1640	CANTON	STARK TECHNICAL COLLEGE	1	NO
1641	STEUBENVILLE	STEUBENVILLE, U OF	3	NO
1642	HILLSBORO	STHN ST CMTY COL	1	NO
1643	FREMONT	TERRA TECHNICAL COLLEGE	1	NO
1644	TIFFIN	TIFFIN UNIVERSITY	3	YES
1645	TOLEDO	TOLEDO,UNIVERSITY OF	3	NO
1646	NELSONVILLE	TRI-COUNTY VOCATIONAL SCHOOL	2	NO
1647	PIQUA	UPPER VALLEY JOINT VOCATIONAL SCHOOL	2	YES
1648	CLEVELAND	URSULINE COLLEGE	3	NO
1649	MARIETTA	WASHINGTON TECH COLLEGE	1	NO
1650	CELINA	WRIGHT ST U WSTN OHIO BR	1	NO
1651	CINCINNATI	XAVIER UNIVERSITY	3	YES
1652	YOUNGSTOWN	YOUNGSTOWN ST UNIVERSITY	3	YES

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1653	MUSKOGEE	BACONE COLLEGE	3	NO
1654	LAWTON	CAMERON UNIVERSITY	3	NO
1655	EL RENO	CANADIAN VALLEY A V T S	2	YES
1656	POTEAU	CARL ALBERT JR COLLEGE	1	NO
1657	DRUMRIGHT	CENTRAL OKLA A V T S	2	NO
1658	SAPULPA	CENTRAL OKLA A V T S	2	NO
1659	EDMOND	CENTRAL STATE UNIVERSITY	3	YES
1660	WARNER	CONNORS STATE COLLEGE	1	NO
1661	WILBURTON	EASTERN OKLA ST COLLEGE	1	NO
1662	EL RENO	EL RENO JUNIOR COLLEGE	1	NO
1663	OKLA CITY	FOSTER ESTES A V T S	2	NO
1664	OKLAHOMA CITY	FRANCIS TUTTLE AREA VO TECH CTR	2	YES
1665	SHAWNEE	GORDON COOPER A V T S	2	NO
1666	LAWTON	GREAT PLAINS AREA VOCATIONAL-TECHNICAL S	2	NO
1667	MUSKOGEE	INDIAN CAPITAL A V T S	2	NO
1668	STILLWATER	INDIAN MERIDIAN A V T S	2	NO
1669	POTEAU	KIAMICHI A V T S	2	YES
1670	POTEAU	KIAMICHI A V T S	2	YES
1671	ATOKA	KIAMICHI AREA VO TECH ATOKA CAMPUS	2	NO
1672	DURANT	KIAMICHI AREA VOCATIONAL TECHNICAL SCHO	2	YES
1673	DURANT	KIAMICHI AREA VOCATIONAL TECHNICAL SCHOO	2	NO
1674	MC ALESTER	KIAMICHI AREA VOCATIONAL-TECHNICAL SCHO	2	YES
1675	MC ALESTER	KIAMICHI AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
1676	TALIHINA	KIAMICHI AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
1677	SPIRO	KIAMICHIA AREA VO TECH	2	NO
1678	WAYNE	MID-AMERICA A V T S	2	YES
1679	OKLA CITY	MID-DEL A V T S	2	YES
1680	TISHOMINGO	MURRAY STATE COLLEGE	3	NO
1681	AFTON	NORTHEAST OKLAHOMA AREA VOC-TECH SCHOO-	2	YES
1682	AFTON	NORTHEAST OKLAHOMA AREA VOC-TECH SCHOO—	2	NO
1683	PRYOR	NORTHEAST OKLAHOMA AREA VOC-TECH SCHOOL	2	NO
1684	TAHLEQUAH	NORTHEASTERN OKLA STATE U	3	YES
1685	TONKAWA	NORTHERN OKLAHOMA COLLEGE	1	YES
1686	MIAMI	NTHESTN OKLA AGRL-MECH C	3	NO
1687	ENID	O T AUTRY A V T S	2	NO
1688	OKLA CITY	OKLA ADULT V-T TRAINING	2	NO
1689	STILLWATER	OKLA STATE U MAIN CAMPUS	3	NO
1690	OKLAHOMA CITY	OKLAHOMA ADULT VOC-TECH TRAINING CENTER	2	NO
1691	OKLAHOMA CITY	OKLAHOMA CITY CNTY COLLEG	1	NO
1692	FAIRVIEW	OKLAHOMA NORTHWEST AREA VO TECH-FAIRVIEW	2	NO
1693	OKMULGEE	OKLAHOMA STATE UNIVERSITY SCHOOL OF TECH	3	NO
1694	TULSA	PEORIA CAMPUS	2	NO
1695	PONCA CITY	PIONEER A V T S	2	NO
1696	DUNCAN	RED RIVER A V T S	2	YES
1697	CLAREMORE	ROGERS STATE COLLEGE	1	YES
1698	MIDWEST CITY	ROSE STATE COLLEGE	1	NO
1699	SAYRE	SAYRE JUNIOR COLLEGE	1	YES
1700	SEMINOLE	SEMINOLE JUNIOR COLLEGE	1	YES
1701	ARDMORE	SOUTHERN OKLA A V T S	2	YES
1702	BARTLESVILLE	TRI-COUNTY AREA VOCATIONAL-TECHNICAL SCH	2	NO
1703	TULSA	TULSA COUNTY AREA VOCATIONAL-TECHNICAL S	2	NO
1704	BROKEN ARROW	TULSA COUNTY VO TECH SOUTHEAST CAMPUS	2	NO
1705	TULSA	TULSA COUNTY VOC TECH SCHOOL	2	NO
1706	TULSA	TULSA JUNIOR COLLEGE	1	YES
1707	TAHLEQUAH	W P WILLIS SKILL CENTER	2	NO
1708	BURNS FLAT	WESTERN OKLA A V T S	2	NO
1709	ALTUS	WESTERN OKLAHOMA STATE C	1	YES

STATE=OR

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1710	PENDLETON	BLUE MTN CNTY COLLEGE	1	YES
1711	BEND	CENTRAL OREG CNTY COLLEGE	1	YES
1712	SALEM	CHEMEKETA CNTY COLLEGE	1	NO
1713	OREGON CITY	CLACKAMAS CNTY COLLEGE	1	YES
1714	ASTORIA	CLATSOP COMMUNITY COLLEGE	1	NO
1715	LA GRANDE	EASTERN OREGON ST COLLEGE	3	YES
1716	EUGENE	LANE COMMUNITY COLLEGE	1	YES
1717	ALBANY	LINN-BENTON CNTY COLLEGE	1	NO
1718	GRESHAM	MOUNT HOOD CNTY COLLEGE	1	NO
1719	KLAMATH FALLS	OREGON INST OF TECHNOLOGY	3	NO
1720	PORTLAND	PORTLAND CNTY COLLEGE	1	NO
1721	GRANTS PASS	ROGUE COMMUNITY COLLEGE	1	NO
1722	ASHLAND	STHN OREGON ST COLLEGE	3	NO
1723	COOS BAY	STHWSTN OREG CNTY COLLEGE	1	NO
1724	ONTARIO	TREASURE VLY CNTY COLLEGE	1	YES
1725	ROSEBURG	UMPQUA COMMUNITY COLLEGE	1	YES

STATE=PA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1726	PITTSBURGH	ALLEG CO ALLEG CAM, CC	1	NO
1727	MONROEVILLE	ALLEG CO BOYCE CAM, CC	1	NO
1728	WEST MIFFLIN	ALLEGHENY CO SOUTH CAM,CC	1	YES
1729	CAMBRIDGE SPS	ALLIANCE COLLEGE	3	YES
1730	ALTOONA	ALTOONA AREA VOC-TECH SCH PRAC NURS PRO	2	YES
1731	ALTOONA	ALTOONA AREA VOC-TECH SCH PRAC NURS PROG	2	NO
1732	READING	ALVERNIA COLLEGE	3	NO
1733	PHILADELPHIA	AMERICAN BUSINESS INSTITUTE	2	YES
1734	MONACA	BEAVER CO,CNTY COLLEGE OF	1	NO
1735	MONACA	BEAVER CTY A V T S	2	NO
1736	PHILADELPHIA	BEREAN INSTITUTE	2	NO
1737	PITTSBURGH	BIDWELL CULTURAL & TRAINING CENTER INC	2	NO
1738	NEWTOWN	BUCKS COUNTY CNTY COLLEGE	1	NO
1739	BUTLER	BUTLER CO CNTY COLLEGE	1	YES
1740	CALIFORNIA	CALIFORNIA UNIV OF PA	3	YES
1741	JIM THORPE	CARBON CTY A V T S	2	YES
1742	PITTSBURGH	CC ALLEGHENY CO CNTR-NOR	1	NO
1743	NORRISTOWN	CENT MONTGOMERY CTY A V T S	2	YES
1744	OIL CITY	CLARION U-PA VENANGO CAM	1	NO
1745	CLEARFIELD	CLEARFIELD COUNTY VOC-TECH SCHOOL	2	NO
1746	PITTSBURGH	CONNELLEY SKILL LEARNING CENTER	2	YES
1747	MEADVILLE	CRAWFORD COUNTY AREA VOC-TECH SCH	2	YES
1748	MECHANICSBURG	CUMBERLAND-PERRY AREA VOCATIONAL-TECHNI	2	YES
1749	MECHANICSBURG	CUMBERLAND-PERRY AREA VOCATIONAL-TECHNIC	2	NO
1750	MEDIA	DELAWARE CO CNTY COLLEGE	1	NO
1751	PHILADELPHIA	DOBBINS A V T S	2	NO
1752	WILLOW GROVE	EASTERN MONTGOMERY CTY A V T S	2	YES
1753	LATROBE	EASTERN WESTMORELAND CTY A V T S	2	NO
1754	EDINBORO	EDINBORO UNIV OF PA	3	YES
1755	ERIE	ERIE CO AREA VOC-TECH SCH REG OCC SKILL	2	NO
1756	UNIONTOWN	FAYETTE COUNTY AREA VOCATIONAL-TECHNICAL	2	NO
1757	LANCASTER	FRANKLIN AND MARSHALL C	3	NO
1758	ERIE	GANNON UNIVERSITY	3	YES
1759	BEAVER FALLS	GENEVA COLLEGE	3	NO
1760	JOHNSTOWN	GREATER JOHNSTOWN AREA VOC-TECH SCHOOL	2	NO
1761	WAYNESBURG	GREENE CTY A V T S	2	NO
1762	GWYNEDD VLY	GWYNEDD-MERCY COLLEGE	3	YES
1763	PHILADELPHIA	HAHNEMANN UNIV	3	YES
1764	BRYN MAWR	HARCUM JUNIOR COLLEGE	1	NO
1765	HARRISBURG	HARRISBURG AREA CC	1	NO
1766	HAZLETON	HAZLETON A V T S	2	NO
1767	JOHNSTOWN	HIRAM G ANDREWS CENTER	2	YES
1768	INDIANA	INDIANA U OF PENNSYLVANIA	3	YES
1769	KITTANNING	INDIANA UNIVERSITY OF PENNSYLVANIA	3	NO
1770	PHILADELPHIA	J F KENNEDY AREA VOCATIONAL-TECHNICAL S	2	YES
1771	PHILADELPHIA	J F KENNEDY AREA VOCATIONAL-TECHNICAL SC	2	NO
1772	REYNOLDSVILLE	JEFF TECH	2	NO
1773	SCRANTON	JOHNSON SCH OF TECH	2	NO
1774	LEWISTOWN	JUNIATA-MIFFLIN COUNTIES AREA VOC TECH S	2	NO
1775	LA PLUME	KEYSTONE JUNIOR COLLEGE	1	YES
1776	WILKES-BARRE	KING'S COLLEGE	3	NO
1777	SCRANTON	LACKAWANNA CNTY AREA VOC TECH SCH	2	NO

STATE=PA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1778	SCRANTON	LACKAWANNA JUNIOR COLLEGE	1	NO
1779	WILLOW STREET	LANCASTER CTY A V T S	2	NO
1780	MOUNT JOY	LANCASTER CTY-MT JOY A V T S	2	NO
1781	NEW CASTLE	LAWRENCE COUNTY AREA VOC-TECH SCHOOL	2	NO
1782	LEBANON	LEBANON CTY A V T S	2	NO
1783	SCHNECKSVILLE	LEHIGH CO CNTY COLLEGE	1	NO
1784	NANTICOKE	LUZERNE CO CNTY COLLEGE	1	YES
1785	JENKINTOWN	MANOR JUNIOR COLLEGE	1	NO
1786	MANSFIELD	MANSFIELD UNIV OF PA	3	YES
1787	MCKEESPORT	MCKEESPORT A V T S	2	NO
1788	ERIE	MERCYHURST COLLEGE	3	NO
1789	GRANTHAM	MESSIAH COLLEGE	3	NO
1790	DALLAS	MISERICORDIA, COLLEGE	3	NO
1791	BARTONSVILLE	MONROE CTY A V T S	2	NO
1792	BLUE BELL	MONTGOMERY CO COMMUNITY C	1	NO
1793	CRESSON	MOUNT ALOYSIUS JR COLLEGE	1	YES
1794	BETHLEHEM	NORTHAMPTON CO AREA CC	1	YES
1795	PHILADELPHIA	ORLEANS TECHNICAL INSTITUTE	2	YES
1796	UPPER DARBY	PA INST OF TECHNOL	2	NO
1797	MEDIA	PA INSTITUTE TECHNOLOGY	2	YES
1798	ERIE	PA ST U BEHREND COLLEGE	3	NO
1799	HERSHEY	PA ST U MILT HERS MED CTR	3	NO
1800	NEW KENSINGTN	PA ST U NEW KENSINGTN CAM	3	NO
1801	SHARON	PA ST U SHENANGO VLY CAM	3	NO
1802	LEHMAN	PA ST U WILKES-BARRE CAM	3	NO
1803	DUNMORE	PA ST U WRTHGTN SCRTN CAM	3	YES
1804	ALTOONA	PA STATE U ALTOONA CAM	3	NO
1805	MONACA	PA STATE U BEAVER CAMPUS	3	NO
1806	READING	PA STATE U BERKS CAMPUS	3	NO
1807	MEDIA	PA STATE U DELAWARE CAM	3	NO
1808	DU BOIS	PA STATE U DU BOIS CAMPUS	3	YES
1809	UNIONTOWN	PA STATE U FAYETTE CAMPUS	3	YES
1810	HAZLETON	PA STATE U HAZLETON CAM	3	YES
1811	UNIVERSITY PK	PA STATE U MAIN CAMPUS	3	NO
1812	MCKEESPORT	PA STATE U MCKEESPORT CAM	3	YES
1813	MONT ALTO	PA STATE U MONT ALTO CAM	3	NO
1814	ABINGTON	PA STATE U OGONTZ CAMPUS	3	NO
1815	SHYLKL HAVEN	PA STATE U SCHUYLKILL CAM	3	YES
1816	YORK	PA STATE U YORK CAMPUS	3	NO
1817	PHILADELPHIA	PEIRCE JUNIOR COLLEGE	1	NO
1818	BRISTOL	PENNCO TECH INST	2	YES
1819	PHILADELPHIA	PENNSYLVANIA, UNIV OF	3	NO
1820	PHILADELPHIA	PHILADELPHIA WIRELESS TECHNICAL INSTITUT	2	NO
1821	PHILADELPHIA	PHILADELPHIA, CC OF	1	YES
1822	COOPERSBURG	PINEBROOK JUNIOR COLLEGE	1	YES
1823	BRADFORD	PITTSBG BRADFORD CAM,U OF	3	YES
1824	PITTSBURGH	PITTSBG MAIN CAMPUS,U OF	3	YES
1825	TITUSVILLE	PITTSBG TITUSVL CAM,U OF	1	YES
1826	PITTSBURGH	POINT PARK COLLEGE	3	NO
1827	READING	READING AREA CMTY COLLEGE	1	NO
1828	CORAOPOLIS	ROBERT MORRIS COLLEGE	3	YES
1829	CORAOPOLIS	ROBERT MORRIS COLLEGE	3	YES

STATE=PA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1830	WEXFORD	RPSC SCHOOL, THE	2	YES
1831	LORETTO	SAINT FRANCIS COLLEGE	3	NO
1832	MAR LIN	SCHUYKILL COUNTY AREA VOCATIONAL TECHNI	2	YES
1833	MAR LIN	SCHUYKILL COUNTY AREA VOCATIONAL TECHNIC	2	NO
1834	FRACKVILLE	SCHUYLKILL TECHNICAL INSTITUTE	2	YES
1835	SCRANTON	SCRANTON,UNIVERSITY OF	3	NO
1836	PORT ALLEGANY	SENECA HIGHLANDS A V T S	2	YES
1837	SOMERSET	SOMERSET COUNTY AREA VOC-TECH SCHOOL	2	NO
1838	CHESTNUT HILL	SPRING GARDEN COLLEGE	3	YES
1839	LANCASTER	T STEVENS ST SCH OF TECH	2	NO
1840	PHILADELPHIA	TEMPLE UNIVERSITY	3	NO
1841	GREENVILLE	THIEL COLLEGE	3	NO
1842	PHILADELPHIA	THOMAS JEFF UNIVERSITY	3	YES
1843	PERKASIE	UPPER BUCKS CTY A V T S	2	NO
1844	WAYNE	VALLEY FORGE MILITARY JC	1	NO
1845	OIL CITY	VENANGO CTY A V T S	2	NO
1846	ERIE	VILLA MARIA COLLEGE	3	NO
1847	VILLANOVA	VILLANOVA UNIVERSITY	3	YES
1848	WARREN	WARREN CTY A V T S	2	NO
1849	WAYNESBURG	WAYNESBURG COLLEGE	3	NO
1850	KINGSTON	WEST SIDE A V T S	2	NO
1851	YOUNGWOOD	WESTMORELAND COUNTY CC	1	NO
1852	CHESTER	WIDENER COLL OF WIDENER U	3	NO
1853	WILKES BARRE	WILKES-BARRE A V T S	2	NO
1854	MEDIA	WILLIAMSON FREE SCH	2	NO
1855	WILLIAMSPORT	WILLIAMSPORT AREA CC	1	NO
1856	CHAMBERSBURG	WILSON COLLEGE	3	NO
1857	YORK	YORK COLLEGE PENNSYLVANIA	3	NO
1858	YORK	YORK CTY A V T S	2	NO
1859	MONROEVILLE	FORBES RD EAST A V T S	2	NO

STATE=RI

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1860	SMITHFIELD	BRYANT C BUSINESS ADMIN	3	NO
1861	LINCOLN	COMMUNITY COLLEGE OF RHODE ISLAND	1	NO
1862	PROVIDENCE	JOHNSON & WALES COLLEGE	3	NO
1863	WARWICK	NEW ENGLAND INST TECH/JULIAN B. GOUSE CA	3	NO
1864	PROVIDENCE	PROVIDENCE COLLEGE	3	NO
1865	WARWICK	RHODE ISLAND, CC OF	1	NO
1866	KINGSTON	RHODE ISLAND, UNIV OF	3	NO
1867	BRISTOL	ROGER WILLIAMS C MAIN CAM	3	NO
1868	PROVIDENCE	ROGER WILLIAMS C PROV BR	3	YES
1869	NEWPORT	SALVE REGINA COLLEGE	3	NO
1870	NEWPORT	SALVE REGINA THE NEWPORT COLL	3	YES

STATE=SC

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1871	AIKEN	AIKEN TECHNICAL COLLEGE	1	NO
1872	ANDERSON	ANDERSON COLLEGE	1	YES
1873	BEAUFORT	BEAUFORT TECH COLLEGE	1	NO
1874	MONCKS CORNER	BERKLEY-TRIDENT TECHNICAL COLLEGE	1	NO
1875	GREENVILLE	BOB JONES UNIVERSITY	3	NO
1876	CHESTER	CHESTER AREA VOCATIONAL CENTER	2	NO
1877	CHERAW	CHESTERFLD-MARLBORO TECH	1	NO
1878	ROCK HILL	CLINTON JUNIOR COLLEGE	1	YES
1879	DENMARK	DENMARK TECHNICAL COLLEGE	1	NO
1880	FLORENCE	FLORENCE DARLINGTON TECH	1	NO
1881	GREENVILLE	GREENVILLE TECH COLLEGE	1	NO
1882	GREENWOOD	GREENWOOD COUNTY VOCATIONAL FACILITIES	2	NO
1883	HARTSVILLE	HARTSVILLE CAREER CENTER	2	NO
1884	GEORGETOWN	HORRY - GEORGETOWN TECHNICAL COLLEGE	1	NO
1885	CONWAY	HORRY-GEORGETOWN TECH C	1	NO
1886	CAMDEN	KERSHAW COUNTY VOCATIONAL CENTER	2	NO
1887	GREENWOOD	LANDER COLLEGE	3	YES
1888	BENNETTSVILLE	MARLBORO COUNTY AREA VOCATIONAL CENTER	2	NO
1889	COLUMBIA	MIDLANDS TECH COLLEGE	1	NO
1890	TIGERVILLE	NORTH GREENVILLE COLLEGE	1	YES
1891	ORANGEBURG	ORANGEBURG CALHOUN TECH C	1	NO
1892	GREENWOOD	PIEDMONT TECH COLLEGE	1	YES
1893	MOORE	R D ANDERSON AREA VOC CENTER	2	NO
1894	AIKEN	SC AT AIKEN,U OF	3	NO
1895	COLUMBIA	SC AT COLUMBIA, UNIV OF	3	NO
1896	LANCASTER	SC AT LANCASTER,UNIV OF	1	NO
1897	UNION	SC AT UNION,UNIV OF	1	NO
1898	CONWAY	SC COASTAL CAROLINA, U OF	3	NO
1899	SPARTANBURG	SC-SPARTANBRG,UNIV OF	3	YES
1900	SPARTANBURG	SPARTANBURG METH COLLEGE	3	YES
1901	SPARTANBURG	SPARTANBURG TECH COLLEGE	1	NO
1902	SUMTER	SUMTER AREA TECH COLLEGE	1	NO
1903	SUMTER	SUMTER COUNTY CAREER CENTER	2	NO
1904	PENDLETON	TRI-COUNTY TECH COLLEGE	1	NO
1905	CHARLESTON	TRIDENT TECHNICAL COLLEGE	1	YES
1906	KINGSTREE	WILLIAMSBURG TECH COLLEGE	1	NO
1907	ROCK HILL	WINTHROP COLLEGE	3	NO
1908	ROCK HILL	YORK TECHNICAL COLLEGE	1	YES

STATE=SD

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1909	MCLAUGHLIN	BISMARK JR COLLEGE STANDING ROCK COM COL	2	NO
1910	SPEARFISH	BLACK HILLS STATE COLLEGE	3	YES
1911	SIOUX FALLS	CC NORTH CENTRAL U CEN	2	NO
1912	EAGLE BUTTE	CHEYENNE RIVER COMMUNITY COLLEGE	2	YES
1913	MADISON	DAKOTA STATE COLLEGE	3	NO
1914	MITCHELL	DAKOTA WESLEYAN UNIV	3	NO
1915	FREEMAN	FREEMAN JUNIOR COLLEGE	1	NO
1916	HURON	HURON COLLEGE	3	NO
1917	WATERTOWN	LAKE AREA VOC-TECH INSTITUTE	2	NO
1918	MITCHELL	MITCHELL AREA VOCATIONAL-TECHNICAL SCHOO	2	NO
1919	YANKTON	MOUNT MARTY COLLEGE	3	NO
1920	ABERDEEN	NORTHERN STATE COLLEGE	3	NO
1921	KYLE	OGLALA LAKOTA COLLEGE	2	NO
1922	PINE RIDGE	OGLALA SIOUX CC	2	YES
1923	ABERDEEN	PRESENTATION COLLEGE	1	NO
1924	SPRINGFIELD	SD AT SPRINGFIELD,U OF	3	NO
1925	BROOKINGS	SD STATE UNIVERSITY	3	NO
1926	ROSEBUD	SINTE GLESKA COLLEGE	3	YES
1927	SIOUX FALLS	SIOUX FALLS COLLEGE	3	NO
1928	VERMILLION	SOUTH DAKOTA,U OF	3	NO
1929	SIOUX CITY	SOUTHEAST AREA V-T	2	YES
1930	SIOUX FALLS	SOUTHEAST VO-TECH INSTITUTE	2	NO
1931	RAPID CITY	WESTERN DAKOTA VO TECH INST	2	YES

STATE=TN

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1932	ATHENS	ATHENS STATE AREA VOCATIONAL-TECHNICAL	2	YES
1933	ATHENS	ATHENS STATE AREA VOCATIONAL-TECHNICAL S	2	NO
1934	CLARKSVILLE	AUSTIN PEAY ST UNIVERSITY	3	YES
1935	NASHVILLE	BELMONT COLLEGE	3	YES
1936	BRISTOL	BRISTOL IN CTY SCH SYM ADULT VOC EDUCATI	2	NO
1937	CHATTANOOGA	CHATTANOOGA ST TECH CC	1	NO
1938	DICKSON	CLEMENT STATE AREA VOCATIONAL TECHNICAL	2	NO
1939	CLEVELAND	CLEVELAND ST CMTY COLLEGE	1	NO
1940	COLUMBIA	COLUMBIA ST CMTY COLLEGE	1	NO
1941	LOOKOUT MTN	COVENANT COLLEGE	1	YES
1942	COVINGTON	COVINGTON STATE AREA VOC-TECH SCHOOL	2	NO
1943	DICKSON	DICKSON STATE AREA VOCATIONAL-TECHNICAL	2	NO
1944	DYERSBURG	DYERSBURG ST CMTY COLLEGE	2	NO
1945	JOHNSON CITY	EAST TENN ST UNIVERSITY	3	NO
1946	ELIZABETHTON	ELIZABETHTON STATE AREA VOC-TECH SCHOOL	2	NO
1947	GREENEVILLE	GREENEVILLE-GREENE COUNTY VOCATIONAL SC	2	YES
1948	GREENEVILLE	GREENEVILLE-GREENE COUNTY VOCATIONAL SCH	2	NO
1949	HARTSVILLE	HARTSVILLE STATE AREA VOCATIONAL-TECHNIC	2	NO
1950	HOHENWALD	HOHENWALD STATE AREA VOCATIONAL-TECHNICA	2	NO
1951	JACKSBORO	JACKSBORO STATE AREA VOCATIONAL-TECHNICA	2	NO
1952	JACKSON	JACKSON ST CMTY COLLEGE	1	NO
1953	HARROGATE	LINCOLN MEM UNIV	3	NO
1954	LIVINGSTON	LIVINGSTON STATE AREA VOCATIONAL-TECHNI	2	YES
1955	LIVINGSTON	LIVINGSTON STATE AREA VOCATIONAL-TECHNIC	2	NO
1956	CHATTANOOGA	MCKENZIE COLLEGE	1	YES
1957	JACKSON	MECKLER FIELD STATE AREA VOC TECH SCH	2	NO
1958	MEMPHIS	MEMPHIS STATE AREA VOCATIONAL-TECHNICAL	2	NO
1959	MEMPHIS	MEMPHIS STATE UNIVERSITY	3	YES
1960	MURFREESBORO	MIDDLE TENN ST UNIVERSITY	3	NO
1961	MILLIGAN CLG	MILLIGAN COLLEGE	3	YES
1962	MORRISTOWN	MORRISTOWN AREA VOCATIONAL-TECHNICAL SCH	2	NO
1963	TULLAHOMA	MOTLOW STATE CMTY COLLEGE	1	NO
1964	NASHVILLE	NASHVILLE STATE A V T S	2	NO
1965	NASHVILLE	NASHVILLE STATE TECH INST	1	YES
1966	NEWBERN	NEWBERN STATE AREA VOCATIONAL-TECHNICAL	2	YES
1967	PARIS	PARIS STATE AREA VOCATIONAL-TECHNICAL SC	2	NO
1968	PULASKI	PULASKI STATE AREA VOCATIONAL-TECHNICAL	2	NO
1969	RIPLEY	RIPLEY AREA VOCATIONAL-TECHNICAL SCHOOL	2	YES
1970	HARRIMAN	ROANE STATE CMTY COLLEGE	1	NO
1971	CRUMP	SAVANNAH AREA VOCATIONAL TECHNICAL SCHOO	2	NO
1972	MEMPHIS	SEA ISLE VOCATIONAL TECHNICAL CENTER	2	NO
1973	MEMPHIS	SHELBY STATE CMTY COLLEGE	1	NO
1974	SHELBYVILLE	SHELBYVILLE STATE AREA VOC-TECH SCHOOL	2	NO
1975	ONEIDA	STATE AREA VO-TECH SCHOOL	2	NO
1976	ROGERSVILLE	STATE AREA VOC TECH SCHOOL BRANCH	2	NO
1977	CROSSVILLE	STATE AREA VOC-TECH SCHOOL	2	NO
1978	ATHENS	STATE AREA VOCATIONAL TECHNICAL SCHOOL	2	YES
1979	ATHENS	STATE AREA VOCATIONAL TECHNICAL SCHOOL	2	YES
1980	MC KENZIE	STATE AREA VOCATIONAL TECHNICAL SCHOOL	2	YES
1981	JACKSON	STATE AREA VOCATIONAL TECHNICAL SCHOOL	2	YES
1982	HARRIMAN	STATE AREA VOCATIONAL-TECHNICAL SCH-HAR	2	YES
1983	HARRIMAN	STATE AREA VOCATIONAL-TECHNICAL SCH-HARR	2	NO

STATE=TN

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
1984	WHITEVILLE	STATE AREA VOCATIONAL-TECHNICAL SCHOOL	2	YES
1985	WHITEVILLE	STATE AREA VOCATIONAL-TECHNICAL SCHOOL	2	YES
1986	MC KENZIE	STATE AREA VOCATIONAL-TECHNICAL SCHOOL	2	YES
1987	KNOXVILLE	STATE TECH INST KNOXVILLE	2	NO
1988	MEMPHIS	STATE TECH INST MEMPHIS	2	YES
1989	COLLEGEDALE	STHRN COLL OF 7TH DAY ADVENTIST	3	YES
1990	CHATTANOOGA	TENN-CHATTANOOGA, UNIV OF	3	YES
1991	KNOXVILLE	TENN-KNOXVILLE, UNIV OF	3	YES
1992	MARTIN	TENN-MARTIN, UNIV OF	3	NO
1993	NASHVILLE	TENNESSEE ST UNIVERSITY	3	NO
1994	COOKEVILLE	TENNESSEE TECHNOLOGICAL U	3	NO
1995	CLEVELAND	TOMLINSON COLLEGE	1	NO
1996	NASHVILLE	TREVECCA NAZARENE COLLEGE	3	YES
1997	BLOUNTVILLE	TRI-CITIES ST TECH INST	2	NO
1998	JACKSON	UNION UNIVERSITY	3	YES
1999	GALLATIN	VOLUNTEER ST CMTY COLLEGE	1	YES
2000	MORRISTOWN	WALTERS ST CMTY COLLEGE	1	YES
2001	MEMPHIS	WILLIAM MOORE SCHOOL OF TECHNOLOGY	2	NO

STATE=TX

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2002	ABILENE	ABILENE CHRSTN UNIVERSITY	3	NO
2003	FORT WORTH	ADULT EDUCATION CENTER	2	NO
2004	ALVIN	ALVIN COMMUNITY COLLEGE	1	NO
2005	AMARILLO	AMARILLO COLLEGE	1	YES
2006	LUFKIN	ANGELINA COLLEGE	1	NO
2007	SAN ANGELO	ANGELO STATE UNIVERSITY	3	NO
2008	AUSTIN	AUSTIN COMMUNITY COLLEGE	1	YES
2009	BEEVILLE	BEE COUNTY COLLEGE	1	NO
2010	BRENHAM	BLINN COLLEGE	1	NO
2011	LAKE JACKSON	BRAZOSPORT COLLEGE	1	YES
2012	FARMERSBRANCH	BROOKHAVEN COLLEGE	1	NO
2013	LANCASTER	CEDAR VALLEY COLLEGE	1	YES
2014	KILLEEN	CENTRAL TEXAS COLLEGE	1	NO
2015	CISCO	CISCO JUNIOR COLLEGE	1	NO
2016	CLARENDON	CLARENDON COLLEGE	1	NO
2017	GAINESVILLE	COOKE COUNTY COLLEGE	1	NO
2018	CORPUS CHRISTI	DEL MAR COLLEGE	1	YES
2019	MESQUITE	EASTFIELD COLLEGE	1	YES
2020	DALLAS	EL CENTRO COLLEGE	1	NO
2021	EL PASO	EL PASO CNTY COLLEGE	1	NO
2022	BORGER	FRANK PHILLIPS COLLEGE	1	NO
2023	GALVESTON	GALVESTON COLLEGE	1	YES
2024	DENISON	GRAYSON CO COLLEGE	1	NO
2025	ATHENS	HENDERSON CO JR COLLEGE	1	NO
2026	HILLSBORO	HILL JUNIOR COLLEGE	1	NO
2027	HOUSTON	HOUSTON COMMUNITY COLLEGE	1	NO
2028	HOUSTON	HOUSTON DOWNTOWN, UNIV OF	3	NO
2029	BIG SPRING	HOWARD CO JC DIST	1	YES
2030	HAWKINS	JARVIS CHRISTIAN COLLEGE	3	NO
2031	KILGORE	KILGORE COLLEGE	1	NO
2032	BEAUMONT	LAMAR UNIVERSITY	3	YES
2033	LAREDO	LAREDO JUNIOR COLLEGE	1	YES
2034	RIO GRANDE CITY	LAREDO JUNIOR COLLEGE	1	YES
2035	BAYTOWN	LEE COLLEGE	1	NO
2036	LONGVIEW	LETOURNEAU COLLEGE	3	NO
2037	LUBBOCK	LUBBOCK CHRISTIAN COLLEGE	3	YES
2038	TEXAS CITY	MAINLAND, COLLEGE OF THE	1	NO
2039	WACO	MCLENNAN CNTY COLLEGE	1	NO
2040	MIDLAND	MIDLAND COLLEGE	1	NO
2041	WICHITA FALLS	MIDWESTERN ST UNIVERSITY	3	NO
2042	DALLAS	MOUNTAIN VIEW COLLEGE	1	NO
2043	KINGWOOD	N HARRIS CO COLL-EAST CAMPUS	1	NO
2044	CORSICANA	NAVARRO COLLEGE	1	NO
2045	HOUSTON	NORTH HARRIS CO COLLEGE DIST	1	NO
2046	IRVING	NORTH LAKE COLLEGE	1	NO
2047	ODESSA	ODESSA COLLEGE	1	NO
2048	EDINBURG	PAN AMERICAN UNIVERSITY	3	NO
2049	CARTHAGE	PANOLA JUNIOR COLLEGE	1	YES
2050	PARIS	PARIS JUNIOR COLLEGE	1	NO
2051	RANGER	RANGER JUNIOR COLLEGE	1	NO
2052	DALLAS	RICHLAND COLLEGE	1	NO
2053	SAN ANTONIO	SAINT PHILIP'S COLLEGE	1	YES

STATE=TX

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2054	SAN ANTONIO	SAN ANTONIO COLLEGE	1	YES
2055	PASADENA	SAN JACINTO C CENTRAL CAM	1	YES
2056	HOUSTON	SAN JACINTO C NORTH CAM	1	NO
2057	HOUSTON	SAN JACINTO COLLEGE SOUTH CAMPUS	1	NO
2058	KERRVILLE	SCHREINER COLLEGE	1	NO
2059	LEVELLAND	SOUTH PLAINS COLLEGE	1	NO
2060	LUBBOCK	SOUTH PLAINS COLLEGE-LUBBOCK	1	NO
2061	UVALDE	SOUTHWEST TEX JR COLLEGE	1	NO
2062	SAN MARCOS	STHWST TEXAS ST UNIV	3	NO
2063	KEENE	STHWSTN ADVENTIST COLLEGE	3	YES
2064	ALPINE	SUL ROSS STATE UNIVERSITY	3	YES
2065	UVALDE	SW TEXAS J COLL	1	YES
2066	STEPHENVILLE	TARLETON STATE UNIVERSITY	3	YES
2067	HURST	TARRANT CO JC-NORTHEAST CAMPUS	1	NO
2068	FORT WORTH	TARRANT CO JC-NORTHWEST CAMPUS	1	NO
2069	FORT WORTH	TARRANT CO JC-SOUTH CAMPUS	1	NO
2070	FORT WORTH	TARRANT CO JUNIOR COLLEGE DIST	1	NO
2071	ROSEBUD	TEMPLE JR COLLEGE ROSEBUD CAMPUS	1	NO
2072	TEMPLE	TEMPLE JUNIOR COLLEGE	1	NO
2073	SAN ANTONIO	TEX HLTH SCI SN AN, U OF	3	NO
2074	AMARILLO	TEX ST TECH AMARILLO CAM	1	YES
2075	WACO	TEX ST TECH INST WACO CAM	1	NO
2076	TEXARKANA	TEXARKANA COLLEGE	1	YES
2077	BROWNSVILLE	TEXAS SOUTHMOST COLLEGE	1	NO
2078	SAN ANTONIO	TX A AND M UNIV SYSTEM TX ENGR EXT SERVI	2	NO
2079	HOUSTON	TX HLTH SCI CTR-HOUSTN,U	3	NO
2080	HARLINGEN	TX ST TECH RIO GRND C HAR	1	YES
2081	SWEETWATER	TX ST TECH-SWEETWATER CAM	2	YES
2082	TYLER	TYLER JUNIOR COLLEGE	1	NO
2083	WICHITA FALLS	VERNON REG JR COLLEGE DEPT OF VOCATIONA	1	NO
2084	VERNON	VERNON REG JUNIOR COLLEGE	1	NO
2085	VICTORIA	VICTORIA COLLEGE	1	NO
2086	WEATHERFORD	WEATHERFORD COLLEGE	1	YES
2087	SNYDER	WESTERN TEXAS COLLEGE	1	NO
2088	WHARTON	WHARTON CO JR COLLEGE	1	NO
2089	RICHMOND	WHARTON COUNTY JUNIOR COLLEGE	1	NO

STATE=UT

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2090	LOGAN	BRIDGERLAND AREA VOCATIONAL CENTER	2	NO
2091	PROVO	BRIGHAM YOUNG U CEN OFF	3	NO
2092	PROVO	BRIGHAM YOUNG U MAIN CAM	3	YES
2093	PROVO	BYU	3	NO
2094	PRICE	COLLEGE OF EASTERN UTAH	1	YES
2095	BLANDING	COLLEGE OF EASTERN UTAH SAN JUAN CAMPUS	1	NO
2096	KAYSVILLE	DAVIS VOCATIONAL CENTER	2	YES
2097	SAINT GEORGE	DIXIE COLLEGE	1	NO
2098	SALT LAKE CY	LATTER-DAY SAINTS BUS C	1	NO
2099	OGDEN	OGDEN-WEBER AREA VOCATIONAL CENTER	2	NO
2100	SALT LAKE CITY	SALT LAKE SKILLS CENTER	2	NO
2101	RICHFIELD	SEVIER VALLEY TECHNICAL CENTER	2	YES
2102	EPHRAIM	SNOW COLLEGE	1	NO
2103	CEDAR CITY	SOUTHERN UTAH ST COLLEGE	3	NO
2104	ROOSEVELT	UINTAH BASIN AREA VOCATIONAL CENTER	2	NO
2105	ROOSEVELT	UTAH STATE UNIV UINTAH BASIN EDUCATION C	3	NO
2106	LOGAN	UTAH STATE UNIVERSITY	3	YES
2107	PROVO	UTAH TECH COLLEGE PROVO	1	NO
2108	SALT LAKE CY	UTAH TECH COLLEGE SALT LK	1	YES
2109	OGDEN	WEBER STATE COLLEGE	3	NO

STATE=VA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2110	SALEM	ARNOLD R BURTON V T S	2	NO
2111	DANVILLE	AVERETT COLLEGE	3	NO
2112	MEYERS CAVE	BLUE RIDGE CMTY COLLEGE	1	NO
2113	BLUEFIELD	BLUEFIELD COLLEGE	3	NO
2114	FINCASTLE	BOTETOURT CTY V S	2	NO
2115	SOUTH HILL	BRUNSWICK-LUNENBURG-MECKLENBURG SCH PRA	2	YES
2116	SOUTH HILL	BRUNSWICK-LUNENBURG-MECKLENBURG SCH PRAC	2	NO
2117	GRUNDY	BUCHANON CTY V S	2	NO
2118	LYNCHBURG	CENTRAL VA CMTY COLLEGE	1	NO
2119	LEESBURG	CHAS MONROE V-T CTR	2	NO
2120	CHESTERFIELD	CHESTERFIELD TECH SCH	2	NO
2121	CLIFTON FORGE	DABNEY S LANCASTER CC	1	YES
2122	DANVILLE	DANVILLE CMTY COLLEGE	1	YES
2123	CLINCHCO	DICKENSON COUNTY VOCATIONAL SCHOOL	2	NO
2124	WINCHESTER	DOWELL J HOWARD VOC SCH	2	NO
2125	HARRISONBURG	ESTN MENNONITE C	3	YES
2126	MELFA	ESTN SHORE CMTY COLLEGE	1	NO
2127	WARRENTON	FAUQUIER TECH CTR	2	NO
2128	LOCUST GROVE	GERMANNA CMTY COLLEGE	1	NO
2129	PEARISBURG	GILES CTY VOC SCH	2	NO
2130	RICHMOND	J SARGEANT REYNOLDS CC	1	NO
2131	CHESTER	JOHN TYLER CMTY COLLEGE	1	YES
2132	NORFOLK	JOHNSON & WALES COLLEGE	1	NO
2133	MIDDLETOWN	LORD FAIRFAX CMTY COLLEGE	1	NO
2134	ARLINGTON	MARYMOUNT COLLEGE OF VA	3	NO
2135	HARRISONBURG	MASSANUTTEN V-T CTR	2	NO
2136	BIG STONE GAP	MTN EMPIRE CMTY COLLEGE	1	YES
2137	DUBLIN	NEW RIVER CMTY COLLEGE	1	NO
2138	NORFOLK	NORFOLK STATE UNIVERSITY	3	NO
2139	NORFOLK	NORFOLK TECH VOC CTR	2	YES
2140	ANNANDALE	NORTHERN VA CMTY COLLEGE	1	NO
2141	MARTINSVILLE	PATRICK HENRY CC	1	NO
2142	FRANKLIN	PAUL D CAMP CMTY COLLEGE	1	NO
2143	CHARLOTTESVL	PIEDMONT VA CMTY COLLEGE	1	YES
2144	GLENNS	RAPPAHANNOCK CMTY COLLEGE	1	NO
2145	WARSAW	RAPPAHANNOCK COMMUNITY COLLEGE M D T A	1	YES
2146	RICHMOND	RICHMOND TECH CTR	2	NO
2147	LEBANON	RUSSELL CTY V-T S	2	NO
2148	WINCHESTER	SHENANDOAH C-CONSV MUSIC	3	YES
2149	BUENA VISTA	SOUTHERN SEM JR COLLEGE	1	NO
2150	ALBERTA	SOUTHSIDE VA CMTY COLLEGE	1	NO
2151	KEYSVILLE	SOUTHSIDE VA COMM COLLEGE JOHN H DANIEL	1	NO
2152	RICHLANDS	SOUTHWEST VA CMTY COLLEGE	1	NO
2153	TAZEWELL	TAZEWELL CTY VOC SCH	2	NO
2154	HAMPTON	THOMAS NELSON CMTY COL	1	NO
2155	PORTSMOUTH	TIDEWATER CMTY COLLEGE	1	YES
2156	CHESAPEAKE	TIDEWATER COMM COLLEGE CHESAPEAKE CAMPU	1	YES
2157	CHESAPEAKE	TIDEWATER COMM COLLEGE CHESAPEAKE CAMPUS	1	NO
2158	VIRGINIA BEACH	TIDEWATER COMMUNITY COLL VA BEACH CAMPUS	1	NO
2159	VA BEACH	VA BEACH V-T EDUC CTR	2	NO
2160	ABINGDON	VA HIGHLANDS CMTY COLLEGE	1	YES
2161	ROANOKE	VA WESTERN CMTY COLLEGE	1	NO

STATE=VA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2162	FISHERSVILLE	VALLEY VO-TECH CENTER	2	NO
2163	RICHMOND	VIRGINIA COMMONWEALTH U	3	NO
2164	WISE	WISE CTY V-T SCH	2	NO
2165	FISHERVILLE	WOODROW WILSON REHAB CTR	2	NO
2166	WYTHEVILLE	WYTHEVILLE CMTY COLLEGE	1	NO

SAS

STATE=VT

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2167	BURLINGTON	CHAMPLAIN COLLEGE	1	YES
2168	POULTNEY	GREEN MOUNTAIN COLLEGE	3	YES
2169	LYNDONVILLE	LYNDON STATE COLLEGE	3	NO
2170	BENNINGTON	SOUTHERN VERMONT COLLEGE	3	NO
2171	CRAFTSBRY CMN	STERLING COLLEGE	1	NO
2172	MONTPELIER	VERMONT COLLEGE	3	NO
2173	RANDOLPH CTR	VERMONT TECHNICAL COLLEGE	1	YES
2174	WATERBURY	VERMONT, COM COL OF	1	NO
2175	BURLINGTON	VT & STATE AGRL COL, UNIV	3	NO

STATE=WA

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2176	TACOMA WA	BATES V-T INST	2	NO
2177	BELLEVUE	BELLEVUE CNTY COLLEGE	1	NO
2178	BELLINGHAM	BELLINGHAM VOCATIONAL TECHNICAL INSTITUT	2	NO
2179	MOSES LAKE	BIG BEND CNTY COLLEGE	1	YES
2180	CENTRALIA	CENTRALIA COLLEGE	1	YES
2181	BELLEVUE	CITY UNIVERSITY	3	NO
2182	VANCOUVER	CLARK COLLEGE	1	YES
2183	TACOMA	CLOVER PARK VOCATIONAL-TECHNICAL INSTIT	2	YES
2184	TACOMA	CLOVER PARK VOCATIONAL-TECHNICAL INSTITU	2	NO
2185	PASCO	COLUMBIA BASIN COL	1	YES
2186	LYNNWOOD	EDMONDS COMMUNITY COLLEGE	1	YES
2187	EVERETT	EVERETT CNTY COLLEGE	1	NO
2188	TACOMA	FORT STEILACOOM CC	1	YES
2189	ABERDEEN	GRAYS HARBOR COLLEGE	1	YES
2190	AUBURN	GREEN RIVER CNTY COLLEGE	1	NO
2191	MIDWAY	HIGHLINE CNTY COLLEGE	1	NO
2192	KIRKLAND	LAKE WASHINGTON VOCATIONAL-TECHNICAL INS	2	NO
2193	LONGVIEW	LOWER COLUMBIA COLLEGE	1	NO
2194	SEATTLE	NORTH SEATTLE CC	1	NO
2195	BREMERTON	OLYMPIC COLLEGE	1	NO
2196	PORT ANGELES	PENINSULA COLLEGE	1	NO
2197	RENTON	RENTON VOCATIONAL-TECHNICAL INSTITUTE	1	NO
2198	SEATTLE	SEATTLE CC SOUTH CAMPUS	1	YES
2199	SEATTLE	SEATTLE CENTRAL CC	1	NO
2200	EDMONDS	SHORELINE COMMUNITY COLLEGE	1	YES
2201	MOUNT VERNON	SKAGIT VALLEY COLLEGE	1	YES
2202	OLYMPIA	SO PUGET SOUND CNTY C	1	YES
2203	SPOKANE	SPOKANE COMMUNITY COLLEGE	1	NO
2204	SPOKANE	SPOKANE FALLS CNTY COL	1	NO
2205	TACOMA	TACOMA COMMUNITY COLLEGE	1	NO
2206	WALLA WALLA	WALLA WALLA CNTY COLLEGE	1	YES
2207	COLLEGE PLACE	WALLA WALLA COLLEGE	3	YES
2208	WENATCHEE	WENATCHEE VALLEY COLLEGE	1	NO
2209	BELLINGHAM	WHATCOM CNTY COLLEGE	1	NO
2210	YAKIMA	YAKIMA VALLEY CC	1	NO

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2211	MILWAUKEE	ALVERNO COLLEGE	3	NO
2212	MADISON	AREA VTAE DISTRICT NUMBER FOUR	1	NO
2213	JANESVILLE	BLACKHAWK VTAE DISTRICT	1	YES
2214	MILWAUKEE	CARDINAL STRITCH COLLEGE	3	YES
2215	MEQUON	CONCORDIA C WISCONSIN	3	NO
2216	MADISON	EDGEWOOD COLLEGE	3	NO
2217	APPLETON	FOX VALLEY VTAE DIST	1	NO
2218	RACINE	GATEWAY TECH INST	1	NO
2219	KENOSHA	GATEWAY VTAE DIST	1	NO
2220	RICE LAKE	INDIANHEAD TECHNICAL INSTITUTE--RICE LAK	2	NO
2221	SUPERIOR	INDIANHEAD TECHNICAL INSTITUTE--SUPERIO	2	YES
2222	SUPERIOR	INDIANHEAD TECHNICAL INSTITUTE--SUPERIOR	2	NO
2223	CLEVELAND	LAKESHORE VTAE DIST	1	NO
2224	EAU CLAIRE	LUTHER HOSP SCHOOL OF RADIOLOGIC TECHNOL	1	NO
2225	MADISON	MADISON AREA TECH COLLEGE	1	NO
2226	MARSHFIELD	MID-STATE TECHNICAL INSTITUTE	2	NO
2227	STEVENS POINT	MID-STATE TECHNICAL INSTITUTE	2	NO
2228	WISC RAPIDS	MID-STATE VTAE DIST	1	YES
2229	MILWAUKEE	MILWAUKEE AREA VTAE DIST	1	NO
2230	MILWAUKEE	MILWAUKEE SCH ENGINEERING	3	NO
2231	BEAVER DAM	MORAINE PARK TECH INST BEAVER DAM CAMPUS	1	NO
2232	WEST BEND	MORAINE PARK TECHNICAL INSTITUTE-WEST B	1	YES
2233	WEST BEND	MORAINE PARK TECHNICAL INSTITUTE-WEST BE	1	NO
2234	FOND DU LAC	MORAINE PARK VTAE DIST	1	NO
2235	RHINELANDER	NICOLET VTAE DIST	1	YES
2236	ANTIGO	NORTH CENTRAL TECHNICAL INSTITUTE	1	YES
2237	WAUSAU	NORTH CENTRAL VTAE DIST	1	YES
2238	GREEN BAY	NORTHEAST WIS VTAE DIST	1	NO
2239	STURGEON BAY	NORTHERST WISCONSIN TECH INST STURGEON B	1	NO
2240	MANITOWOC	SILVER LAKE COLLEGE	3	YES
2241	FENNIMORE	STHWST WIS VTAE DIST	1	NO
2242	EAU CLAIRE	VTAE DIST ONE	1	YES
2243	PEWAUKEE	WAUKESHA COUNTY VTAE DIST	1	NO
2244	LA CROSSE	WESTERN WIS VTAE DIST	1	NO
2245	SHELL LAKE	WIS INDIANHEAD VTAE DIST	1	NO
2246	NEW RICHMOND	WISCONSIN INDIANHEAD TECHNICAL INSTITUTE	2	NO
2247	ASHLAND	WISCONSIN INDIANHEAD TECHNICAL INSTITUTE	2	NO

STATE=WV

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2248	LIVERPOOL	ARCH A MOORE V-T AND ADULT CTR	2	YES
2249	BECKLEY	BECKLEY COLLEGE	1	NO
2250	DUNBAR	BENJAMIN FRANKLIN CAREER & TECH EDUCATIO	2	NO
2251	BLUEFIELD	BLUEFIELD STATE COLLEGE	3	NO
2252	DANVILLE	BOONE COUNTY CAREER & TECHNICAL CENTER	2	NO
2253	HUNTINGTON	CABELL COUNTY VOCATIONAL TECHNICAL CENTE	2	NO
2254	GRANTSVILLE	CALHOUN-GILMER CAREER CTR	2	YES
2255	CHARLESTON	CHARLESTON, UNIV OF	3	YES
2256	ELKINS	DAVIS AND ELKINS COLLEGE	3	NO
2257	FAIRMONT	FAIRMONT STATE COLLEGE	3	YES
2258	OAK HILL	FAYETTE PLATEAU V-T CTR	2	NO
2259	GLENVILLE	GLENVILLE STATE COLLEGE	3	NO
2260	LEWISBURG	GREENBRIER COMMUNITY COLLEGE CENTER	3	NO
2261	NEW CUMBERLAND	HANCOCK CO VO-TECH CTR	2	NO
2262	RIPLEY	JACKSON COUNTY SCHOOLS	2	YES
2263	MARTINSBURG	JAMES RUMSEY VOCATIONAL TECHNICAL CENTER	2	NO
2264	HAMLIN	LINCOLN CTY V-T CTR	2	YES
2265	FARMINGTON	MARION COUNTY VOCATIONAL-TECHNICAL CENTE	2	NO
2266	HUNTINGTON	MARSHALL UNIVERSITY	3	YES
2267	WELCH	MCDOWELL COUNTY VOCATIONAL TECHNICAL CEN	2	NO
2268	PRINCETON	MERCER COUNTY VOCATIONAL-TECHNICAL CENT	2	YES
2269	PRINCETON	MERCER COUNTY VOCATIONAL-TECHNICAL CENTE	2	NO
2270	KEYSER	MINERAL CTY V-T CTR	2	NO
2271	DELBARTON	MINGO VO-TECH. CENTER	2	YES
2272	MORGANTOWN	MONONGALIA COUNTY VOCATIONAL CENTER	2	NO
2273	PARKERSBURG	OHIO VALLEY COLLEGE	1	YES
2274	SAINT MARY	P R T V-T CTR	2	NO
2275	PARKERSBURG	PARKERSBURG CMTY COLLEGE	1	NO
2276	KEYSER	POTOMAC ST C OF W VA U	1	NO
2277	KINGWOOD	PRESTON CTY EDUC CTR	2	NO
2278	ELEANOR	PUTNAM CTY V-T CTR	2	NO
2279	BECKLEY	RALEIGH COUNTY VOCATIONAL-TECHNICAL CENT	2	NO
2280	CLARKSBURG	SALEM COLLEGE CLARKSBURG	3	NO
2281	SALEM	SALEM COLLEGE MAIN CAMPUS	3	NO
2282	SHEPHERDSTOWN	SHEPHERD COLLEGE	3	NO
2283	WILLIAMSON	SOUTHERN WV C C WILLIAMSON	1	YES
2284	LOGAN	STHN W VA CC	1	NO
2285	INSTITUTE	W VA STATE COLLEGE	3	NO
2286	WEST LIBERTY	WEST LIBERTY ST COLLEGE	3	NO
2287	MONTGOMERY	WEST VA INST TECHNOLOGY	3	NO
2288	BUCKHANNON	WEST VA WESLEYAN COLLEGE	3	NO
2289	WHEELING	WEST VIRGINIA NORTHERN CC	1	NO
2290	PINEVILLE	WYOMING CTY VO-TECH CENTER	2	YES

STATE=WY

OBS	CITY	NAME	INSTITUTION TYPE	IN SAMPLE
2291	CASPER	CASPER COLLEGE	1	YES
2292	RIVERTON	CENTRAL WYOMING COLLEGE	1	NO
2293	TORRINGTON	EASTERN WYOMING COLLEGE	1	NO
2294	CHEYENNE	LARAMIE CO CMTY COLLEGE	1	YES
2295	GILLETTE	NORTHEAST WYOMING VOCATIONAL TECHNICAL	2	YES
2296	GILLETTE	NORTHEAST WYOMING VOCATIONAL TECHNICAL S	2	NO
2297	POWELL	NORTHWEST CMTY COLLEGE	1	NO
2298	SHERIDAN	SHERIDAN COLLEGE	1	NO
2299	ROCK SPRINGS	WESTERN WYO CMTY COLLEGE	1	NO

LOC

APPENDIX B

MAIL SURVEY FORMS AND CASE STUDY INTERVIEW GUIDES

10/22/85

ADMINISTRATIVE OFFICIAL

Postsecondary Occupational Education Delivery:
An Examination

Conducted by:

The National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult
Education
U.S. Department of Education

Why we need your help....

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EXAMPLE 1:

- Nationally, about what percentage of our high school students drop out each year?
  - [1] Between 4% and 8%
  - [2] Slightly less than 15%
  - [3] About 25%
  - [4] Over 50%

EXAMPLE 2:

- About what percentage of the students in your institution are:
  - (a) Females? _____ %
  - (b) Males? _____ %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together at the point shown on the back page, and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

INSTITUTIONAL LIAISON Name:_____

Address:_____

Governance Structure

DO NOT WRITE IN THIS SPACE A-1

1. How many individuals (FTEs) are employed in your office (i.e. President or Director for this location) in a staff capacity?

   a) Nonexempt ____ FTEs
   b) Exempt ____ FTEs

2. How many individuals (FTEs) are employed in your office in a line capacity (include Academic Deans, Deans of Instruction, etc.; do not include Department/College Deans or Chairs)?

   a) Nonexempt ____ FTEs
   b) Exempt ____ FTEs

3. a) How many members are on your board of directors or governing board? ____
   b) How many members are elected ____
   c) How many members are appointed by an elected official(s)? ____
   d) How many members would you characterize as business representatives? ____

4. Is Board approval required for any of the following actions--

	Yes	No
a) Discontinuation of a course offering	[1]	[2]
b) Discontinuation of a program	[1]	[2]
c) Establishing a new course offering	[1]	[2]
d) Establishing a new program	[1]	[2]
e) Faculty/staff member services on a community board such as the Private Industry Council	[1]	[2]
f) Application for federal funds under the JTPA or Carl Perkins Act	[1]	[2]

Faculty

5. a) What percentage of the full-time teaching staff are covered under a collective bargaining agreement(s)? ____%
   b) What percentage of the full-time teaching staff are employed under a tenure system and what percentage of these instructors have tenure?
      i) Percentage under tenure system ____%
      ii) Percentage under tenure system with tenure? ____%

6. On average, how much influence do each of the following factors have on determining faculty salaries?

	A great deal	Somewhat	Only to a minor extent	None (Not app.)
a) Quality of teaching	[1]	[2]	[3]	[4]
b) Professional activities	[1]	[2]	[3]	[4]
c) Service to the community	[1]	[2]	[3]	[4]
d) Collective bargaining agreement	[1]	[2]	[3]	[4]
e) Interactions with employers	[1]	[2]	[3]	[4]
f) Longevity with institution	[1]	[2]	[3]	[4]
g) Formal tenure system	[1]	[2]	[3]	[4]
h) Full-time or part-time status	[1]	[2]	[3]	[4]
i) Number of courses taught	[1]	[2]	[3]	[4]

7. What is your institution's experience with faculty/instructor turnover? For those individuals teaching at your institution today, a year from now what percentage would you estimate would--

   a) Be teaching at your institution ____%
   b) Not be teaching at your institution at the institution's initiative (firing, layoff, nonrenewal, etc.) ____%
   c) Not be teaching at your institution at the instructor's initiative (quits, retirement, etc.) ____%
   100%

Factors Influencing Curriculum and Instruction

8. In your institution, what degree of importance is attached to each of the following goals?

	RESPONSES (Check one per goal)				
	Very Important	Important	Not too Important	Not at all Important	
a) Prepare students to be good citizens	[1]	[2]	[3]	[4]	—
b) Develop basic skills	[1]	[2]	[3]	[4]	—
c) Develop students' abilities to solve problems and think critically	[1]	[2]	[3]	[4]	—
d) Prepare students to be competent consumers	[1]	[2]	[3]	[4]	—
e) Prepare students for further schooling	[1]	[2]	[3]	[4]	—
f) Provide in-school training for specific occupations	[1]	[2]	[3]	[4]	—
g) Give students a broad, general career preparation background	[1]	[2]	[3]	[4]	—
h) Place students in jobs as they leave school	[1]	[2]	[3]	[4]	—

9. In your opinion, how much actual influence do the following people or organizations have on establishing or revising the curricula/program (e.g., goals, objectives, content) and determining the approach(es) used in delivering instruction?

ESTABLISHING OR REVISING THE CURRICULUM

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not Applicable)	
a) Chief administrative officer (yourself) or staff	[1]	[2]	[3]	[4]	—
b) Instructors in department involved	[1]	[2]	[3]	[4]	—
c) Instructors in other departments	[1]	[2]	[3]	[4]	—
d) Parents	[1]	[2]	[3]	[4]	—
e) Students	[1]	[2]	[3]	[4]	—
f) Institution's advisory or governing board	[1]	[2]	[3]	[4]	—
g) Faculty unions or associations	[1]	[2]	[3]	[4]	—
h) Business and industry representatives	[1]	[2]	[3]	[4]	—
i) JTPA and similar agencies	[1]	[2]	[3]	[4]	—
j) State education administrative agencies	[1]	[2]	[3]	[4]	—
k) Former students	[1]	[2]	[3]	[4]	—

DETERMINING INSTRUCTIONAL METHODS

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not Applicable)	
l) Chief administrative officer (yourself) or staff	[1]	[2]	[3]	[4]	—
m) Department chair	[1]	[2]	[3]	[4]	—
n) Instructors	[1]	[2]	[3]	[4]	—
o) Students	[1]	[2]	[3]	[4]	—
p) Advisory board or governing board	[1]	[2]	[3]	[4]	—
q) Faculty unions or associations	[1]	[2]	[3]	[4]	—
r) Business and industry representatives, e.g., department advisory committee	[1]	[2]	[3]	[4]	—
s) JTPA and similar agencies	[1]	[2]	[3]	[4]	—
t) State administrative agencies	[1]	[2]	[3]	[4]	—

10. In the previous questions, we were investigating who influences curriculum and instruction. In this question, we are attempting to determine some of the reasons why. Would you please rate how much influence each of the following factors exert on curriculum and instruction at your institution? Feel free to comment in the appropriate column to qualify or explain a rating. DO NOT FEEL CONSTRAINED TO COMMENT ON EACH AND EVERY ITEM.

On a scale from 1 to 5, please indicate your agreement with the following statements as they pertain to your institution—

	Strongly Disagree	Disagree	Opinion	Agree	Strongly Agree	
a) Inadequate student preparation in basic skills restricts curriculum offerings and instructional delivery COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
b) Use of part-time or adjunct instructional staff constrains effective instruction COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
c) Outdated facilities or equipment restrict curriculum offerings or instructional content COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
d) Resources spent on noninstructional purposes (e.g., security, maintenance) seem excessive and restrict our instructional mission COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
e) Student discipline restricts instructional delivery COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
f) Because a high percentage of students work, they have limited time to spend on studying outside of class and this constrains instructional programs COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
g) Collective bargaining/ unionization of faculty restrict curriculum offerings COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
h) Inadequate student preparation in science and mathematics restricts curricula and instruction COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
i) Community, faculty, or student pressures restrict our ability to cancel certain course offerings COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
j) Inadequate institutional funding restricts curricula and instruction COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
k) Competition for students from other educational institutions or the military cause us to offer certain programs that we otherwise wouldn't COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
l) Our open-entry policy restricts program offerings COMMENTS:	[1]	[2]	[3]	[4]	[5]	—

11. a) How often are programs evaluated internally within your institution?
[1] Once a year
[2] Once every two years
[3] Greater than every other year
[4] Evaluated on as needed basis

b) How often are programs evaluated externally?
[1] Once a year
[2] Once every two years
[3] Greater than every other year
[4] Evaluated on as needed basis

12. Has your institution implemented or considered implementing any of the following policy or procedural changes through recent policy changes, task forces, or committee studies?

	Yes	No
a) Consideration of tighter admission requirements	[1]	[2]
b) Requiring formal assessment for all incoming students	[1]	[2]
c) Partial or full merit pay	[1]	[2]
d) Formal recognition of good teaching	[1]	[2]
e) Stiffening grading standards	[1]	[2]
f) Increasing hiring standards for faculty/instructors	[1]	[2]
g) Placing special emphasis on retention of special needs students	[1]	[2]

Government Funding

13. How much money will your institution received under the Carl Perkins Act for this (1986-87) school year?

$_____

14. How much money will your institution receive under JTPA?

$_____

15. BESIDES THESE TWO FEDERAL PROGRAMS, WE ARE INTERESTED IN GENERAL SOURCES AND FUNCTIONAL USES OF FUNDS. COULD YOU PLEASE PROVIDE US WITH SUMMARY WRITTEN MATERIAL THAT PROVIDES US WITH PERCENTAGE REVENUE FROM TUITION, COMMUNITY, STATE, FEDERAL, PRIVATE DONATIONS/GIFTS, AND OTHER SOURCES AND BUDGET THAT GOES TO INSTRUCTION, STUDENT SERVICES, FACILITIES, CAPITAL IMPROVEMENTS, ETC.)?

(Continue with questionnaire.)

Linkages with External Institutions

16. Does your institution provide facilities or instructors for any of the following? (Check all that apply)

	Facilities	Instructor	Neither
a) Students studying for the GED	[1]	[2]	[9]
b) Adult classes (not leading to a degree)	[1]	[2]	[9]
c) JTPA, apprenticeship, or other programs sponsored by various community-based organizations	[1]	[2]	[9]
d) Special courses or programs for business/industry in the area	[1]	[2]	[9]
e) Courses for military training	[1]	[2]	[9]

17. Does your school provide teaching personnel, administrative support services, etc. for vocational education classes/programs off campus (e.g., in a business or industry, a penal institution, or military training)?

[1] No
[2] Yes (Describe: _____)

18. Approximately what percentage of your students enrolled in off campus internships or cooperative occupational programs (co-op) in 1985-86?

_____%

19. Approximately what percentage of the students in your school received credit for internships or coop experiences during the 1985-86 school year?

_____%

20. Do you have any of the following articulation or linkage agreements with any secondary schools--

	Yes	No
a) Secondary school students attend courses that are part of postsecondary programs at your institution	[1]	[2]
b) Secondary school offers first 2 years of a "2+2/tech prep"	[1]	[2]
c) Your postsecondary students attend courses at a secondary school and those courses count toward your graduation requirements	[1]	[2]
d) Your postsecondary students attend courses at a secondary school but those courses do not count toward graduation	[1]	[2]
e) Other (please explain_____)	[1]	[2]

21. Is your institution formally represented in community-based economic development activities [e.g., chamber of commerce committees]?

[1] No
[2] Yes [Explain: _____]

22. Is your institution formally represented on a regional or area vocational education planning committee attended by representatives of secondary or other postsecondary institutions?

[1] Yes
[2] No

23. For the following list, please rank order the institutions that you/your institution place highest priority on in establishing linkages. [The institution you place highest priority on should be ranked 1, the next highest a 2, etc.]

	Rank
a) Organized labor organizations	
b) Military	
c) Business and industry [other than for customized training]	
d) Customized training provision	
e) JTPA service provision	
f) Community based organizations	
g) Other postsecondary institutions	
h) Secondary schools	

Personal Characteristics

24. When were you born? ____/____
month year

25. What is your sex? [1] Female [2] Male

26. What is your ethnic group? [Check one]

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other [Specify: _____]

27. Do you have the following degrees, and if so, in what disciplines?

	Major[s]
a) High school diploma [college prep, general, or vocational specialty]	
b) Associate degree	
c) Bachelor's degree	
d) Master's degree	
e) Doctorate	

28. In what year did you complete your highest level of education as noted in Question 27? [If currently enrolled, respond 1986]
____
year

29. How many years of experience have you had as a teacher or faculty member on either a part- or full-time basis—

	Years Full-time	Years Part-time
[a] At the elementary or secondary level?		
[b] At two-year community colleges or voc-tech institutions?		
[c] At proprietary schools?		
[d] At four-year colleges or universities?		
[e] Other _____		

EMPLOYMENT HISTORY

(Please include administrative and instructional positions.)

	30. Current job	31. Last job	32. Second last job	33. Third last job
a) Starting date	____/____ month year	____/____ month year	____/____ month year	____/____ month year
b) Ending date	NA	____/____ month year	____/____ month year	____/____ month year
c) Occupation; job duties				
d) Name of institution; firm				
e) Weeks per year	____ weeks	____ weeks	____ weeks	____ weeks
f) Hours per week	____ hours	____ hours	____ hours	____ hours
g) Last (or current) wage or salary	$____ per [1] hour [2] week [3] month [4] year	$____ per [1] hour [2] week [3] month [4] year	$____ per [1] hour [2] week [3] month [4] year	$____ per [1] hour [2] week [3] month [4] year
h) Supervisory duties (responsible for performance/salary appraisal for 1 or more individuals)	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no
i) Covered by collective bargaining agreement	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no

Thank you for your time and patience. On the next two pages, we have asked for some general statistics about your institution that can probably be answered most easily by your institutional research office. We would appreciate if you could make sure those questions get answered and the supplement is returned to your liaison. Below we have provided you with an opportunity to provide general comments. We would be delighted to receive <u>any</u> comments, but we would particularly like to know about innovative administrative policies or practices, your opinions about the key problems facing postsecondary occupational education, or your ideas about solutions to those key problems.

COMMENTS:

10/22/86

SUPPLEMENT TO
ADMINISTRATIVE OFFICIAL SURVEY

Postsecondary Occupational Education Delivery:
An Examination

Conducted by:

The National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult
Education
U.S. Department of Education

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EXAMPLE 1:

o Nationally, about what percentage of our high school students drop out each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[3] About 28%
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? _____ %
(b) Males? _____ %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together at the point shown on the back page, and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national levels.

INSTITUTIONAL LIAISON Name:_____
Address:_____

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

B-1

DO NOT WRITE IN THIS SPACE

81. Name: _____

82. Title: _____

83. Institution: _____

Community Characteristics

84. Type of area in which your institution is located?
[1] Rural
[2] Suburban
[3] Urban

85. What is the approximate population in the area served by your institution?
_____ people

86. Approximately what percentage of the population in the area served by your institution is—

a) American Indian or Alaskan Native? ____%
b) Asian American or Pacific Islander? ____%
c) Black, not of Hispanic origin? ____%
d) Hispanic? ____%
e) White, not of Hispanic origin? ____%
f) Other (Specify: _____) ____%
100%

87. Approximately what percentage of the population in the area served by your institution is economically disadvantaged? ____%

Institutional Characteristics

88. What was the size of your institution's enrollment of full-time and part-time students, by program type for 1985-86?

	(i) Full-time	(ii) Part-time
a) In occupational programs		
b) In transfer or general programs		
TOTAL		

Student Characteristics

89. Selected student body characteristics

a) Gender –
____% Females
____% Males

b) Ethnicity/ Race
____% Native American or Alaskan Native
____% Asian American or Pacific Islander
____% Black, not of Hispanic origin
____% Hispanic
____% White, not of Hispanic origin
____% Other (Specify: _____)

c) Handicapped – ____%

d) Limited English proficiency – ____%

e) Estimated family income –
____% above $25,000
____% between $15,000 and $25,000
____% between $14,999 and $10,000
____% below $10,000

f) Students who enter, but dropout prior to receiving degree or certificate – ____%

g) Students who are single parents – ____%

S10. Does your school have special admission requirements (e.g., minimum reading level or minimum competency test score)? —

[1] No
[2] Yes (Explain: _____)

S11. Of the handicapped students in your institution, what percentage are—

a) physically handicapped?	____%	— — —
b) mild/moderately mentally impaired	____%	— — —
c) both physically and mentally impaired	____%	— — —
d) emotionally/socially impaired	____%	— — —
	100%	

S12. Approximately what percentage of your institution's handicapped students enrolled in—

a) developmental education programs?	____%	— — —
b) program—		
occupational	____%	— — —
transfer/general	____%	— — —
	100%	

S13. How are the students in your school classified as limited English proficient (LEP)? (Describe: _____) —

S14. Approximately what percentage of your school's LEP students enroll in—

a) developmental education programs?	____%	— — —
b) major program—		
occupational	____%	— — —
transfer/general	____%	— — —
	100%	

You have finished the questionnaire.. Thank you.

October 13, 1986

PLACEMENT DIRECTOR

Postsecondary Occupational Education Delivery: An Examination

Conducted by:

The National Center for Research
In Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult Education
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How you can help....

On the pages that follow you will find a number of questions that deal with your background and experience, the kinds of career guidance provided by your school, and characteristics of your office. These questions can be answered quickly by placing an "X" or a check mark " " in the "[3]" next to your answer or by filling in the blank spaces provided. (See the two examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o Nationally, about what percentage of our high school students (grades 9-12) drop out each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[3] About 28%
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? _____ %
(b) Males? _____ %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together at the point shown on the back page, and (c) return it to the institutional liaison whose name is listed below. Again, we want to note that your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY?

☐ YES ☐ NO

INSTITUTIONAL LIAISON

Name: _____
Address: _____

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1. Name:_____

2. Title:_____

3. Institution:_____

DO NOT WRITE IN THIS SPACE P-1

Career Guidance and Student Services

1. Rank the following goals in terms of the degree to which they are emphasized by the student services department program in your institution. (WRITE IN THE RANK—1 BEING HIGHEST, 2 NEXT HIGHEST, AND SO FORTH. DO NOT DUPLICATE RANKINGS.)

   (a) Help students plan and prepare for additional schooling _____ —
   (b) Help students with their personal growth and development _____ —
   (c) Help students plan and prepare for their careers after leaving your institution _____ —
   (d) Help place students in employment related to their training _____ —
   (e) Help students select and schedule courses _____ —
   (f) Help particular special groups of students such as the handicapped, economically disadvantaged, limited English proficient, and so forth progress through your institution _____ —

2. Does your institution have a written plan for its career guidance program? —

   [1] No, we do not have a specific career guidance program. (Go to question #4) — —
   [2] No, we have a career guidance program, but do not have a written plan for that program. (Go to question #4).
   [3] Yes, we have a written plan for our career guidance program that was prepared about _____years ago.

3. If you have a written plan for your career guidance program, which of the following elements are included in that plan? (Check all that apply.)

   [1] Development of students' career awareness —
   [2] Career exploration —
   [3] Career decision-making experiences —
   [4] Provision of occupational information —
   [5] Employability skills —
   [6] Transferable skills —
   [7] Human relations/interpersonal skills —
   [8] Other (Specify: _____) —

4. In a given school year, about what percentage of the students in your institution receive instruction in the following? (WRITE IN YOUR PERCENTS. GIVE YOUR BEST ESTIMATES. IF NONE, ENTER "0".)

(a) Use of noncomputerized career information resources (i.e., bound resources, occupational briefs and kits, periodicals, series of books of individual occupations, lists of employers) ____% — — —

(b) Use of computerized career information systems ____% — — —

(c) Use of educational information resources (e.g., college catalogs, financial aid sources) ____% — — —

5. Does your institution provide occupational or career information to students in a language other than English? —

[1] No
[2] Yes, Spanish
[3] Yes, another language (Specify: _____)

6. Does the placement/guidance/counseling staff in your institution administer occupational aptitude or interest tests to students? —

[1] No
[2] Yes, to all students
[3] Yes, to any student who requests them

7. About what percentage of the students in your institution participate in the following activities between the time they enter your institution and leave it (e.g., graduate or drop out)? (WRITE PERCENTS. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF THE ACTIVITY IS NOT OFFERED, ENTER "0".)

(a) Exploratory work experience programs (e.g., co-op/work study) ____% — — —

(b) Career days/nights ____% — — —

(c) Job site tours or visits (field trips) ____% — — —

(d) Visits to other postsecondary institutions ____% — — —

(e) Job shadowing (extended observations of a worker) ____% — — —

(f) Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests) ____% — — —

(g) Individual counseling sessions ____% — — —

(h) Group guidance/counseling sessions ____% — — —

(i) Training in job seeking skills ____% — — —

(j) Training in resume writing (including "career passports") ____% — — —

(k) Use of noncomputerized career information resources ____% — — —

(l) Use of computerized career information resources ____% — — —

(m) Interscholastic/intramural sports ____% — — —

Placement Office Characteristics

8. How many professional staff in your school work full-time, half-time, and less than half-time in the placement office (WRITE IN YOUR RESPONSES.)

(a) Number of full-time professional staff	____
(b) Number of half-time professional staff	____
(c) Number of professional staff who work less than half-time	____

9. If a student wants to see a counselor, about how long does he or she typically have to wait? ____

[1] No wait--can walk right in
[2] A few minutes to an hour
[3] A few hours
[4] A day or two
[5] Three days to a week
[6] Longer than a week

10. Over the course of a school year, how involved does your staff get in the following activities?

	Never	Infrequently	Occasionally but not Routinely	Routinely	
(a) Administrative duties not related to placement or guidance	[1]	[2]	[3]	[4]	____
(b) Teaching classes (nonguidance related)	[1]	[2]	[3]	[4]	____
(c) Teaching employability skill or guidance-related course or units	[1]	[2]	[3]	[4]	____
(d) Planning for, administering, and interpreting tests	[1]	[2]	[3]	[4]	____
(e) Updating and obtaining information from records, (e.g., permanent records for reports, planning)	[1]	[2]	[3]	[4]	____
(f) Individual counseling of students (not test related)	[1]	[2]	[3]	[4]	____
(g) Providing group guidance or counseling (not test related)	[1]	[2]	[3]	[4]	____
(h) Conferring with instructors or other instructional personnel regarding the placement program	[1]	[2]	[3]	[4]	____

(continued)

(l) Directing extracurricular activities	[1]	[2]	[3]	[4]	_
(m) Directing planned career guidance activities (e.g., career days, plant visits)	[1]	[2]	[3]	[4]	_
(n) Developing contacts with business and industry	[1]	[2]	[3]	[4]	_
(o) Meeting with recruiters from other post-secondary institutions	[1]	[2]	[3]	[4]	_
(p) Conferring with parents or parents-students about students' performance and/or plans	[1]	[2]	[3]	[4]	_
(q) Meeting with military recruiters	[1]	[2]	[3]	[4]	_
(r) Working with JTPA sponsored agencies and other community-based organizations	[1]	[2]	[3]	[4]	_

Placement

19. Which of the following sources of information about job opportunities does your institution have available for student use regarding part-time jobs while in school and full-time, post-school jobs? (MARK ALL THAT APPLY)

	Part-time	Full-time	
(a) Job bank listings or reports from state Employment Service or Department of Labor, showing jobs available for local area (city or state)	[1]	[2]	_ _
(b) Postings of local newspaper employment advertisements	[1]	[2]	_ _
(c) Job openings called in by employers	[1]	[2]	_ _
(d) List of contacts at public or private employment agencies and training programs (e.g., JTPA) who can help students get jobs or job training	[1]	[2]	
(e) Information from local government (city, county, state) civil service and employment offices in the area	[1]	[2]	_ _
(f) Information about local jobs from follow-ups of former students who work	[1]	[2]	_ _
(g) Other (Specify: _____)	[1]	[2]	_ _
(h) No job information is routinely made available to students	[1]	[2]	_ _

12. Of former students, about what percentage ...

	Program Noncompleters	Program Completers	
(a) ...entered the military?	____%	____%	___
(b) ...enrolled in a 4-year college or university?	____%	____%	___
(c) ...enrolled in a 2-year college or technical school?	____%	____%	___
(d) entered the labor force full-time without attending another postsecondary institution?	____%	____%	___
(e) Other (Specify: _____)?	____%	____%	___
	100%	100%	

Personal and Job Characteristics

13. Including this year, how many years of experience have you had involving placement or career guidance in postsecondary institutions? ___

[1] Not yet a full year
[2] One to two years
[3] Three to four years
[4] Five to six years
[4] Seven to ten years
[6] Over ten years

14. What is the highest degree you hold? ___

[1] High school diploma
[2] Bachelor of Arts/Bachelor of Science
[3] Master's degree
[4] Educational Doctorate
[5] Doctorate other than education
[6] Other (Specify: _____)

15. Do you have a degree in guidance and counseling? ___

[1] Yes
[2] No

16. Approximately how many total hours of in-service and pre-service training have you completed in <u>each</u> of the following general areas?

	ESTIMATED HOURS: None	1-3	4-6	7-9	Over 10	
(a) Working with and teaching the handicapped	[1]	[2]	[3]	[4]	[5]	___
(b) Working with and teaching Limited English Proficiency students (LEP/Bilingual)	[1]	[2]	[3]	[4]	[5]	___
(c) Working with and teaching disadvantaged and dropout-prone students	[1]	[2]	[3]	[4]	[5]	___

(continued)

(d) Working with and teaching students in programs to address sex bias and sex stereotyping	[1]	[2]	[3]	[4]	[5]	_
(e) Working with and teaching basic skills in various subject areas	[1]	[2]	[3]	[4]	[5]	_
(f) Addressing the needs of single parents	[1]	[2]	[3]	[4]	[5]	_

17. During an <u>average work week</u>, approximately how many hours do you spend ...

	HOURS SPENT				
	0 to 1	1 to 3	4 to 8	Over 8	
(a) ...counseling and working with limited English proficiency (LEP) students?	[1]	[2]	[3]	[4]	_
(b) ...counseling and working with students who are potential program noncompleters?	[1]	[2]	[3]	[4]	_
(c) ...counseling and working with students who have dropped out and want to or have returned to school?	[1]	[2]	[3]	[4]	_
(d) ...counseling, and working with handicapped students and their parents?	[1]	[2]	[3]	[4]	_
(e) ...counseling and working with single parents?	[1]	[2]	[3]	[4]	_
(f) ...counseling and working with students who are in nontraditional programs for their sex?	[1]	[2]	[3]	[4]	_
(g) ...counseling and working with adults and displaced workers who need retraining or additional training?	[1]	[2]	[3]	[4]	_

18. Do you or anyone else on your institution's placement or guidance staff participate in community-wide economic development activities (e.g., chamber of commerce committees or other committees directed toward attracting new business/industry into your community)? _

[1] No [2] Yes (Describe: _____ _____) _

19. When were you born? _____/_____ __/__/__

20. What is your sex? [1] Female
[2] Male

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21. What is your ethnic origin?

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other:_____

You have finished the questionnaire. Thank you.

NOTES/COMMENTS:

October 1, 1985

CHAIRPERSON

Postsecondary Occupational Education Delivery:
An Examination

Conducted by:

The National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult
Education
U.S. Department of Education

Why we need your help....

Your institution has been selected for a national study of postsecondary occupational education. You have been selected as a representative of your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately occupational education as it is offered in postsecondary institutions and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that relate specifically to your department or program, the kinds of students that attend your institution, and characteristics about you and your job. These questions can be answered quickly by placing an "X" or a check mark " " in the "[3]" next to your answer or by filling in the blank spaces provided. [See the examples shown in the box below.] Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o Nationally, about what percentage of our high school students drop out each year?

[1] Between 4% and 6%
[2] Slightly less than 15%
[3] About 25%
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? _____ %
(b) Males? _____ %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together at the point shown on the back page, and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and, institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

INSTITUTIONAL LIAISON

Name:_____

Address:_____

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DO NOT WRITE IN THIS SPACE

1. Name:_____ ___

2. Institution:_____ ___

3. Program/Department:_____ ___

Program Characteristics

4. How many students (FTEs) are enrolled in your program currently?

_____ students (FTEs) ___

5. a) How many faculty and instructors (FTEs) are currently in the program? (Include permanent faculty who may be on leave.)

_____ instructors (FTEs) ___

b) How many faculty included in your answer to a) are permanent, full-time instructors? _____ ___

6. a) What is your departmental/program total budget for the 1986-87 academic year? $_____ ___

b) Of that budget, how much funding do you receive from federal vocational education funds, i.e. Carl Perkins? $_____ ___

c) Of that budget, how much do you receive from JTPA? $_____ ___

7. a) Does your program/department have an advisory board?

[1] Yes
[2] No (Go to Question 8) ___

b) How many members are on the board? _____ ___

c) How often does the advisory board meet? (Check one) ___

[1] At least once a month, on a regular basis
[2] Not as often as once a month, but at least every other month, on a regular basis
[3] Between once every two months and once every six months, on a regular basis
[4] Not as often as once every six months, but at least once a year, on a regular basis
[5] Only meet on an as needed basis

d) How many members would you characterize as being from business or industry? _____ ___

Program Content

8. What type of degree/certificate do you award to individuals who complete your program? ___

[1] Vocational certificate
[2] Associate Degree
[3] Other:_____

9. How many courses must a typical student who enrolls in your program complete to be awarded the degree/certificate? (Do not include developmental education or ESL courses) ___

_____courses

Type of grading period

[1] Semester
[2] Quarter
[3] Other:_____

10. How many students were awarded a degree/certificate from your program in the 1985-86 academic year? _____ students ___

11. If 100 students began your program, about how many, would you guess, would—

a) Complete the program in the minimal possible time (1 year or less for 1 year programs; 2 years or less for 2 year programs ___

b) Complete the program, but in longer than the minimal possible time ___

c) Leave the program at your initiative (Failing grades, advised to leave, etc.) ___

d) Leave the program for other reasons (Took a job, tranferred to another program or institution, etc.) ___

100

12. In your opinion, how much <u>actual</u> influence do the following people or organizations have on establishing or revising the curricula/program (e.g., goals, objectives, content) and determining the approach(es) used in delivering instruction?

ESTABLISHING OR REVISING THE CURRICULUM

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not Applicable)	
a) Institution's administration	[1]	[2]	[3]	[4]	—
b) Chairperson and instructors in department involved	[1]	[2]	[3]	[4]	—
c) Instructors in other departments	[1]	[2]	[3]	[4]	—
d) Parents	[1]	[2]	[3]	[4]	—
e) Students	[1]	[2]	[3]	[4]	—
f) Institution's advisory or governing board	[1]	[2]	[3]	[4]	—
g) Faculty unions or associations	[1]	[2]	[3]	[4]	—
h) Business and industry representatives, including program's advisory committee	[1]	[2]	[3]	[4]	—
i) JTPA and similar agencies	[1]	[2]	[3]	[4]	—
j) State education administrative agencies	[1]	[2]	[3]	[4]	—
k) Former students	[1]	[2]	[3]	[4]	—

DETERMINING INSTRUCTIONAL METHODS

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not Applicable)	
l) Institution's administration	[1]	[2]	[3]	[4]	—
m) Department chair (yourself)	[1]	[2]	[3]	[4]	—
n) Instructors	[1]	[2]	[3]	[4]	—
o) Students	[1]	[2]	[3]	[4]	—
p) Institution's advisory or governing board	[1]	[2]	[3]	[4]	—
q) Faculty unions or associations	[1]	[2]	[3]	[4]	—
r) Business and industry representatives, e.g., department advisory committee	[1]	[2]	[3]	[4]	—
s) JTPA and similar agencies	[1]	[2]	[3]	[4]	—
t) State administrative agencies	[1]	[2]	[3]	[4]	—

13. Considering the typical student <u>who completes</u> your program, what percentage of the curriculum that the student was exposed to would you estimate--

a) Concerned specific occupational skills development _____%
b) Concerned general or tranferable skills development such as communication skills, interpersonal skills _____%
c) Concerned basic skills (math, writing, speaking, listening) development _____%

— — —
— — —
— — —

14. Are students in the occupational program in which you teach <u>required</u> to complete a work-study experience, cooperative education experience, or internship in business/industry as part of their training?

[1] No
[2] Yes, up to two weeks
[3] Yes, three to six weeks
[4] Yes, six to twelve weeks
[5] Yes, thirteen to twenty-four weeks
[6] Yes, over twenty-four weeks

—

15. Do the employers who supervise the work experiences of students in your program influence the grades those students receive (whether or not the work experience is required)?

[1] No, our program does not usually get involved with work experience programs
[2] No
[3] Yes, employers <u>recommend</u> grades to the coordinator(s)
[4] Yes, employers <u>assign</u> work experience grades
[5] Yes, employers and coordinators jointly <u>agree and assign</u> students' grades

—

16. Are individualized teaching/learning activities and experiences an integral part of the program in which you teach?

[1] No
[2] Yes, when dealing with learning basic concepts/theory
[3] Yes, when working in shop/lab on job skill development/practice
[4] Yes, all segments of program

—

17. Which of the following competency-based strategies are used in the program area in which you teach?

a) Our particular program is not competency-based and we do not use these competency-based strategies	[0] (Go to item 18)		—
b) Progress charts	[1] Yes	[2] No	—
c) Mastery charts	[1] Yes	[2] No	—
d) Computer recording	[1] Yes	[2] No	—
e) Standardized written tests	[1] Yes	[2] No	—
f) Standardized skills performance tests	[1] yes	[2] No	—
g) Informal teacher judgments	[1] Yes	[2] No	—
h) Teacher constructed written tests	[1] Yes	[2] No	—
i) Teacher constructed skills performance tests	[1] Yes	[2] No	—
j) Judgments or ratings by employers	[1] Yes	[2] No	—
k) Other (Specify: _____)	[1] Yes	[2] No	—

18. Educational researchers sometimes refer to the actual delivered content of a program's curriculum as the "hidden curriculum" as opposed to the official established curriculum whose content is published in synopses in the bulletin or elsewhere. On a scale of 0 to 100, how closely aligned to the official established curriculum is the actual delivered curriculum in your department (100 means perfect agreement and 0 means no agreement.)

_____ Rating — — —

19. On average, how much influence do each of the following factors have on determining faculty salaries?

	A great deal	Somewhat	Only to a minor extent	None (Not app.)	
a) Quality of teaching	[1]	[2]	[3]	[4]	—
b) Professional activities	[1]	[2]	[3]	[4]	—
c) Service to the community	[1]	[2]	[3]	[4]	—
d) Collective bargaining agreement	[1]	[2]	[3]	[4]	—
e) Interactions with employers	[1]	[2]	[3]	[4]	—
f) Longevity with institution	[1]	[2]	[3]	[4]	—
g) Formal tenure system	[1]	[2]	[3]	[4]	—
h) Full-time or part-time status	[1]	[2]	[3]	[4]	—
i) Number of courses taught	[1]	[2]	[3]	[4]	—

20. Does your program/department have a formal staff development requirement for instructors? —

[1] Yes-> Please describe:_____
[2] No _____
_____
_____

21. What is your departmental budget for staff development activities for this academic year? $_____ — — — — —

22. How large was your program's instructional staff last year and how many of your instructional staff from last year (1985-86) are teaching or will teach this year?

	Permanent staff		Temporary or adjunct		
	Full-time	Part-time	Full-time	Part-time	
a) Taught sometime during 1985-86	_____	_____	_____	_____	— — — — —
b) Will teach sometime during 1986-87	_____	_____	_____	_____	— — — — —

23. In your institution, what degree of importance is attached to each of the following goals?

	RESPONSES (Check one per goal) Very Important	Important	Not too Important	Not at all Important	
a) Prepare students to be good citizens	[1]	[2]	[3]	[4]	—
b) Develop basic skills	[1]	[2]	[3]	[4]	—
c) Develop students' abilities to solve problems and think critically	[1]	[2]	[3]	[4]	—
d) Prepare students to be competent consumers	[1]	[2]	[3]	[4]	—
e) Prepare students for further schooling	[1]	[2]	[3]	[4]	—
f) Provide in-school training for specific occupations	[1]	[2]	[3]	[4]	—
g) Give students a broad, general career preparation background	[1]	[2]	[3]	[4]	—
h) Place students in jobs as they leave school	[1]	[2]	[3]	[4]	—

24. Would you please rate how much influence each of the following factors exert on curriculum and instruction at your institution? Feel free to comment in the appropriate column to qualify or explain a rating. DO NOT FEEL CONSTRAINED TO COMMENT ON EACH AND EVERY ITEM.

On a scale from 1 to 5, please indicate your agreement with the following statements as they pertain to your program—

	Strongly Disagree	Disagree	Opinion	Agree	Strongly Agree	
a) Inadequate student preparation in basic skills restricts curriculum offerings and instructional delivery COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
b) Use of part-time or adjunct instructional staff constrains effective instruction COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
c) Outdated facilities or equipment restrict curriculum offerings or instructional content COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
d) Resources spent on noninstructional purposes (e.g., security, maintenance) seem excessive and restrict our instructional mission COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
e) Student discipline restricts instructional delivery COMMENTS:	[1]	[2]	[3]	[4]	[5]	—
f) Because a high percentage of students work, they have limited time to spend on studying outside of class and this constrains instructional programs COMMENTS:	[1]	[2]	[3]	[4]	[5]	—

(continued)

g) Collective bargaining/ unionization of faculty restrict curriculum offerings [1] [2] [3] [4] [5] —
COMMENTS:

h) Inadequate student preparation in science and mathematics restricts curricula and instruction [1] [2] [3] [4] [5] —
COMMENTS:

i) Community, faculty, or student pressures restrict our ability to cancel certain course offerings [1] [2] [3] [4] [5] —
COMMENTS:

j) Inadequate institutional funding restricts curricula and instruction [1] [2] [3] [4] [5] —
COMMENTS:

k) Competition for students from other educational institutions or the military cause us to offer certain programs that we otherwise wouldn't [1] [2] [3] [4] [5] —
COMMENTS:

l) Our open-entry policy restricts program offerings [1] [2] [3] [4] [5] —
COMMENTS:

25. How often do you visit the classroom instructional period for permanent and temporary staff per grading period (quarter or semester?)

	Permanent Staff	Temporary Staff	
a) Announced visits per grading period	_____	_____	— — —
b) Unannounced visits per grading period	_____	_____	— — —

Facilities

26. Please rank order the three most important facilities/equipment you feel would most improve your program? (The most important need would be ranked 1.)

	Rank	
a) Classroom renovation/improvement	_____	—
b) Larger laboratory facilities	_____	—
c) More modern laboratory equipment	_____	—
d) Instructional equipment such as A-V, computers, etc.	_____	—
e) Instructional demonstration equipment—models	_____	—
f) Office space	_____	—
g) Office equipment (e.g., personal computers for faculty)	_____	—
h) Others_____	_____	—

27. What is the approximate value of facilities or equipment donated to your program from business or industry over the last three years? —

[1] No donations received over that period of time
[2] $1 - $5,000
[3] $5,000 - $10,000
[4] $10,000 - $25,000
[5] $25,000 - $50,000
[6] $50,000 - $100,000
[7] Greater than $100,000

28. Which is more difficult to keep up to date--faculty/staff or facilities? —

[1] Faculty/staff
[2] Facilities

Students

29. In your program, about what percentage of the students are . . .

a) Females?	____%	TOTAL = 100%
b) Males?	____%	
c) White?	____%	
d) Black?	____%	TOTAL = 100%
e) Hispanic?	____%	
f) Other minorities?	____%	
g) Handicapped?	____%	
h) Limited English Proficienct (LEP/ Bilingual)	____%	
i) Economically disadvantages	____%	
j) Single parents?	____%	

30. What percentage of your students receive the following special services?

a) Developmental instruction-basic reading	____%
b) Developmental instruction-basic math	____%
c) Pre-tech courses	____%
d) More individualized and intensive counseling and follow-through from departmental staff	____%
e) Special tutorial and/or related types of assistance (peer tutoring, e.g.)	____%

Program Improvement

31. Over the past two years, has your department/program undertaken any of the following activities or policy changes? (Check all that apply)

	Yes	No
a) Increased completion requirements	[1]	[2]
b) Implemented competency testing for completion	[1]	[2]
c) Increased entrance requirements for program	[1]	[2]
d) Stiffened grading standards	[1]	[2]
e) Explicitly decided to increase emphasis on basic skills	[1]	[2]
f) Added requirements for courses outside your department/program	[1]	[2]
g) Stiffened hiring standards for instructors/faculty	[1]	[2]
h) Placed special emphasis on retention of special needs students	[1]	[2]

Personal and Job Characteristics

32. During 1985-86 academic year (September - June), how many courses and credit hours did you teach?

Courses _____
Credit hours _____

Quarter System [1]
Semesters [2]
Other: _____ [3]
_____

33. What is the average size of the classes you teach? _____ students

34. Estimate how many total hours of training (inservice or preservice) you have completed in each of the following general areas.

	ESTIMATED HOURS: None	1-3	4-6	7-9	Over 10
a) Teaching the handicapped	[1]	[2]	[3]	[4]	[5]
b) Working with and teaching Limited English Proficiency students (LEP/Bilingual)	[1]	[2]	[3]	[4]	[5]
c) Teaching disadvantaged and dropout prone students	[1]	[2]	[3]	[4]	[5]
d) Working with and teaching students in programs nontraditional for their sex	[1]	[2]	[3]	[4]	[5]
e) Teaching basic skills in your subject area	[1]	[2]	[3]	[4]	[5]
f) Addressing the needs of single parents	[1]	[2]	[3]	[4]	[5]

35. In addition to the hours you are assigned to teach during a typical week, about how many hours outside of class do you spend doing each of the following activities? IF UNSURE, GIVE YOUR BEST GUESS.

	HOURS SPENT: 0	1-4	5-8	9-12	13-20	Over 20	
a) Official office hours	[1]	[2]	[3]	[4]	[5]	[6]	—
b) Completing forms and administrative paperwork	[1]	[2]	[3]	[4]	[5]	[6]	—
c) Prepare instructional periods, composing tests, grading papers, etc.	[1]	[2]	[3]	[4]	[5]	[6]	—
d) Counseling students - personal problems	[1]	[2]	[3]	[4]	[5]	[6]	—
e) Counseling students - career plans	[1]	[2]	[3]	[4]	[5]	[6]	—
f) Tutoring and working with students who need special help	[1]	[2]	[3]	[4]	[5]	[6]	—
g) Contacting employers on students' behalf and visiting students at worksites	[1]	[2]	[3]	[4]	[5]	[6]	—
h) Undertaking research activities in your subject area	[1]	[2]	[3]	[4]	[5]	[6]	—
i) Extra-curricular activities (including coaching)	[1]	[2]	[3]	[4]	[5]	[6]	—
j) Working - self-employed	[1]	[2]	[3]	[4]	[5]	[6]	—
k) Working - employer other than the school (not self-employed)	[1]	[2]	[3]	[4]	[5]	[6]	—
l) Background reading in your subject area (e.g., journals, books, periodicals)	[1]	[2]	[3]	[4]	[5]	[6]	—
m) Other background reading (e.g., changes in education, equity issues, teaching students)	[1]	[2]	[3]	[4]	[5]	[6]	—
n) Developing alternative activities and materials to better meet the needs of students who required special help (e.g., potential dropouts, handicapped students	[1]	[2]	[3]	[4]	[5]	[6]	—
o) Obtaining additional professional training	[1]	[2]	[3]	[4]	[5]	[6]	—

36. When were you born? _____ / _____ (month / year) — — / — —

37. What is your sex? [1] Female [2] Male —

38. What is your ethnic group? (Check one) —
[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other (Specify: _____)

39. Do you have the following degrees, and if so, in what disciplines? — —

	Major(s)
a) High school diploma (college prep, general, or vocational specialty)	
b) Associate degree	
c) Bachelor's degree	
d) Master's degree	
e) Doctorate	

40. In what year did you complete your highest level of education as noted in Question 39? (If currently enrolled, respond 1985) _____ year — —

41. How many years of experience have you had as a teacher or faculty member on either a part- or full-time basis--

	Years Full-time	Years Part-time		
(a) At the elementary or secondary level?				
(b) At two-year community colleges or voc-tech institutions?			— —	— —
(c) At proprietary schools?			— —	— —
(d) At four-year colleges or universities?			— —	— —
(e) Other _____			— —	— —

EMPLOYMENT HISTORY

(Please include administrative and instructional positions.)

	42. Current job	43. Last job	44. Second last job	45. Third last job
) Starting date	____/____ month year	____/____ month year	____/____ month year	____/____ month year
) Ending date	NA	____/____ month year	____/____ month year	____/____ month year
) Occupation; job duties				
) Name of institution; firm				
) Weeks per year	____ weeks	____ weeks	____ weeks	____ weeks
) Hours per week	____ hours	____ hours	____ hours	____ hours
) Last (or current) wage or salary	$____ per [1] hour [2] week [3] month [4] year	$____ per [1] hour [2] week [3] month [4] year	$____ per [1] hour [2] week [3] month [4] year	$____ per [1] hour [2] week [3] month [4] year
) Supervisory duties (responsible for performance/salary appraisal for 1 or more individuals)	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no
) Covered by collective agreement	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no

You have completed the questionnaire. Thank you.

October 1, 1986

FACULTY
Postsecondary Occupational Education Delivery:
An Examination

Conducted by:

The National Center for Research in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult Education
U.S. Department of Education

Why we need your help....

Your institution has been selected for a national study of postsecondary occupational education. You have been selected as a representative of your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately the occupational education offered in postsecondary institutions and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that relate specifically to the courses you teach, the kinds of students that attend your institution, and characteristics about you and your job. These questions can be answered quickly by placing an "X" or a check mark " " in the "[3]" next to your answer or by filling in the blank spaces provided. (See the examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o Nationally, about what percentage of our high school students drop out each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[3] About 28%
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? _____ %
(b) Males? _____ %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together at the point shown on the back page, and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

INSTITUTIONAL LIAISON:

Name:_____
Address:_____

F-1

DO NOT WRITE IN THIS SPACE

1. Name: _____

2. Institution: _____ ___

3. Program: _____ __

Teaching Load

4. During 1986-87 academic year (September - June), how many courses and credit hours will you teach?

   Courses _____ __
   Credit hours _____ __

   Quarter System [1] _
   Semesters [2]
   Other: _____ [3]
   _____

5. On average, how many hours per week are you assigned to teach? (Include labs and discussion periods. Exclude preparation time, office hours.) _____ hours __

6. What is the average size of the classes you teach?

   _____ students __

7. During the last two years, in what subject areas have you taught courses? (E.g. Nursing, Business, Math, History. If you teach only one subject, enter 99 for the second and third most frequently taught. If you teach only two subjects, enter 98 for the third.)

   (a) Subject most frequently taught - _____ __
   (b) Second most frequently taught subject - _____ __
   (c) Third most frequently taught subject - _____ __

8. About how many college/graduate courses have you taken in each of the three subject areas where you most frequently teach?

	None	1-5	6-10	11-15	15+	
(a) Courses taken in most frequently taught subject	[1]	[2]	[3]	[4]	[5]	_
(b) Courses taken in second most frequently taught subject area	[1]	[2]	[3]	[4]	[5]	_
(c) Courses taken in third most frequently taught subject area	[1]	[2]	[3]	[4]	[5]	_

9. Do you have state certification to teach in all of the subject areas you most frequently teach? If so, for how long?

   [9] State does not require certification (Go to question 10) _

	Not Cert.	Yes, 1 yr. or less	2-5 yrs.	6-10 yrs.	10+ yrs.	
(a) Most frequently taught subject area	[1]	[2]	[3]	[4]	[5]	_
(b) Second most frequently taught subject area	[1]	[2]	[3]	[4]	[5]	_
(c) Third most frequently taught subject area	[1]	[2]	[3]	[4]	[5]	_

Instruction

10. How much influence and control do you have over each of the following areas with respect to the courses you are assigned to teach?

	None				A Great Deal	
(a) Establishing a new course in the program/department where your courses fall.	[1]	[2]	[3]	[4]	[5]	—
(b) Selecting the content, topics, and skills to be taught in specific courses.	[1]	[2]	[3]	[4]	[5]	—
(c) Selecting instructional techniques to be used.	[1]	[2]	[3]	[4]	[5]	—
(d) Selecting textbooks and other instructional materials.	[1]	[2]	[3]	[4]	[5]	—

11. How much time per month do you spend on average with the following groups or individuals to work on course planning and preparation, curriculum development, guidance and counseling, program/course evaluation, or other collaborative work related to instruction?

	HOURS SPENT: None	1-5	6-10	11-20	20+	
(a) Department head or other supervisor	[1]	[2]	[3]	[4]	[5]	—
(b) Institutional official(s) - other than those listed in "a"	[1]	[2]	[3]	[4]	[5]	—
(c) Advisory committee	[1]	[2]	[3]	[4]	[5]	—
(d) Other instructors	[1]	[2]	[3]	[4]	[5]	—
(e) Guidance/counseling staff or placement staff	[1]	[2]	[3]	[4]	[5]	—

12. Estimate how many total hours of training (inservice or preservice) you have completed in each of the following general areas.

	ESTIMATED HOURS: None	1-3	4-6	7-9	Over 10	
(a) Teaching the handicapped	[1]	[2]	[3]	[4]	[4]	—
(b) Working with and teaching Limited English Proficiency students (LEP/Bilingual)	[1]	[2]	[3]	[4]	[4]	—
(c) Teaching disadvantaged and dropout-prone students	[1]	[2]	[3]	[4]	[4]	—
(d) Working with and teaching students in programs nontraditional for their sex	[1]	[2]	[3]	[4]	[4]	—
(e) Teaching basic skills in your subject area	[1]	[2]	[3]	[4]	[4]	—
(f) Addressing the needs of single parents	[1]	[2]	[3]	[4]	[4]	—

13. Indicate the importance you give each of the following grading criteria when setting grades.

	Not Important	Somewhat Important	Moderately Important	Very Important	
(a) Absolute level of achievement	[1]	[2]	[3]	[4]	—
(b) Achievement relative to the rest of the class or all your classes	[1]	[2]	[3]	[4]	—
(c) Individual improvement or progress over past performance	[1]	[2]	[3]	[4]	—
(d) Effort	[1]	[2]	[3]	[4]	—
(e) Participation in class	[1]	[2]	[3]	[4]	—

14. For each grading period of _____ (fill in) weeks, how often do you usually administer a . . . — —

(a) . . . Major examination
- [1] Zero
- [2] One
- [3] Two
- [4] Three or four
- [5] Five or more

(b) . . . Quiz
- [1] Zero
- [2] One or two
- [3] Three or four
- [4] Five to ten
- [5] Over ten

15. Classifying the types of questions that might be asked on a major examination into objective, subjective (essay), or demonstration-type questions, what percentage of the points on one of your typical examinations would be accounted for by each type of question?

a) Objective _____%
b) Subjective _____%
c) Demonstration _____% —> (perform a skill that might be done in the workplace, e.g., typing tests for speed and accuracy, building a model, etc.)

16. In some classes, instructors feel it is beneficial to assign various writing tasks to their students. In your classes, how many writing assignments of at least one page each do you assign your students during a quarter or semester?

[1] None
[2] One or two assignments
[3] Three or four assignments
[4] Five or six assignments
[5] Seven to ten assignments
[6] Over ten assignments

17. During a typical week, how much of your teaching time is spent reinforcing and enhancing students' basic . . .

[a] . . . Reading skills?
[1] None
[2] About one hour
[3] Two or three hours
[4] Four to six hours
[5] Over six hours

[b] . . . Mathematical skills?
[1] None
[2] About one hour
[3] Two or three hours
[4] Four to six hours
[5] Over six hours

18. On the average, about what percentage of your classes' time is spent on each of the following types of activities? WRITE IN EACH %. IF NONE, WRITE IN "0". THE TOTAL SHOULD EQUAL 100%

(a) Daily maintenance activities (such as set up, clean up, passing out materials, taking attendance, breaks). _____%
(b) Instruction (lecturing, demonstrating, discussing, etc.) _____%
(c) Student practice of skills (practice problems, projects, laboratory work, etc.) _____%
(d) Chairperson administrator _____%
(e) Other activities (Specify: _____) _____%
TOTAL = 100%

19. During the last year, what percentage of the students in your classes did you formally recognize for their performance (e.g., via certificates, or displaying or reading students' work)? _____%

20. Do you receive student evaluations of your teaching and the course?

[1] Yes ——> [b] How useful are they in preparing for future courses?
[2] No

Not Important	Somewhat Important	Moderately Important	Very Important
[1]	[2]	[3]	[4]

21. In addition to the hours you are assigned to teach during a typical week, about how many hours outside of class do you spend doing each of the following activities? IF UNSURE, GIVE YOUR BEST GUESS.

	HOURS SPENT: 0	1-4	5-8	9-12	13-20	Over 20
(a) Official office hours	[1]	[2]	[3]	[4]	[5]	[6]
(b) Completing forms and administrative paperwork	[1]	[2]	[3]	[4]	[5]	[6]
(c) Prepare instructional periods, composing tests, grading papers, etc.	[1]	[2]	[3]	[4]	[5]	[6]
(d) Counseling students - personal problems	[1]	[2]	[3]	[4]	[5]	[6]
(e) Counseling students - career plans	[1]	[2]	[3]	[4]	[5]	[6]
(f) Tutoring and working with students who need special help	[1]	[2]	[3]	[4]	[5]	[6]
(g) Contacting employers on students' behalf and visiting students at worksites	[1]	[2]	[3]	[4]	[5]	[6]
(h) Undertaking research activities in your subject area	[1]	[2]	[3]	[4]	[5]	[6]

(continued)

(i) Extra-curricular activities (including coaching)	[1]	[2]	[3]	[4]	[5]	[6]	F-4
(j) Working - self-employed	[1]	[2]	[3]	[4]	[5]	[6]	
(k) Working - employer other than the school (not self-employed)	[1]	[2]	[3]	[4]	[5]	[6]	
(l) Background reading in your subject area (e.g., journals, books, periodicals)	[1]	[2]	[3]	[4]	[5]	[6]	
(m) Other background reading (e.g., changes in education, equity issues, teaching special students)	[1]	[2]	[3]	[4]	[5]	[6]	
(n) Developing alternative activities and materials to better meet the needs of students who required special help (e.g., potential dropouts, handicapped students)	[1]	[2]	[3]	[4]	[5]	[6]	
(o) Obtaining additional professional training	[1]	[2]	[3]	[4]	[5]	[6]	

22. At this institution, how many class periods have you missed (for any reason) during the past 12 months?

[1] No class periods
[2] One or two class periods
[3] Three or four class periods
[4] Five to eight class periods
[5] Nine to twelve class periods
[6] Thirteen to twenty class periods
[7] Twenty-one to twenty-nine class periods
[8] Over twenty-eight class periods

23. During the past year, how many times has your department head or any other supervisor observed your teaching?

[1] Never
[2] Once
[3] Twice
[4] Three or four times
[5] Five to nine times
[6] Ten or more times

24. On average, how much influence do each of the following factors have on determining faculty salaries?

	A great deal	Somewhat	Only to a minor extent	None (Not app.)
a) Quality of teaching	[1]	[2]	[3]	[4]
b) Professional activities	[1]	[2]	[3]	[4]
c) Service to the community	[1]	[2]	[3]	[4]
d) Collective bargaining agreement	[1]	[2]	[3]	[4]
e) Interactions with employers	[1]	[2]	[3]	[4]
f) Longevity with institution	[1]	[2]	[3]	[4]
g) Formal tenure system	[1]	[2]	[3]	[4]
h) Full-time or part-time status	[1]	[2]	[3]	[4]
i) Number of courses taught	[1]	[2]	[3]	[4]

Institution and Students

25. Using the scale provided, please indicate the extent to which you agree to disagree with each of the following statements.

	Strongly Disagree		No Opinion		Strongly Agree
(a) Staff members in this institution don't have much school spirit.	[1]	[2]	[3]	[4]	[5]
(b) The use of drugs or alcohol by students in this institution is well below the national average.	[1]	[2]	[3]	[4]	[5]
(c) Student tardiness and class cutting are very prevalent in this school.	[1]	[2]	[3]	[4]	[5]
(d) The attitudes and habits my students bring to class are not conducive to learning.	[1]	[2]	[3]	[4]	[5]
(e) This institution seems like a big family—everyone is close and cordial.	[1]	[2]	[3]	[4]	[5]
(f) There is very little cooperative effort among this school's staff members and students.	[1]	[2]	[3]	[4]	[5]
(g) A very positive "climate" exists in this school.	[1]	[2]	[3]	[4]	[5]
(h) Staff members in this school have many opportunities for in-service training and staff development.	[1]	[2]	[3]	[4]	[5]

26. In the classes you teach, about what percentage of the students are . . .

(a) Females?	_____%	TOTAL = 100%	_ _ _
(b) Males?	_____%		_ _ _
(c) White?	_____%		_ _ _
(d) Black?	_____%	TOTAL = 100%	_ _ _
(e) Hispanic?	_____%		_ _ _
(f) Other minorities?	_____%		_ _ _
(g) Handicapped?	_____%		_ _ _
(h) Limited English Proficient? (LEP/Bilingual)	_____%		_ _ _
(i) Economically disadvantaged?	_____%		_ _ _
(j) Single parents?	_____%		_ _ _

Personal Characteristics

27. When were you born? _____/_____ (month / year) _ _/_ _

28. What is your sex? [1] Female [2] Male _

29. What is your ethnic group? (Check one) _

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other (Specify: _____)

30. What is the major program and highest level of education you have completed?

	Major(s)	
[1] High school diploma only		_ _ _
[2] Some college - no certificate	_____	
[3] Associate degree	_____	
[4] Bachelor's degree	_____	
[5] Bachelor's degree plus some graduate work	_____	
[6] Master's degree	_____	
[7] Master's degree plus additional graduate work	_____	
[8] Doctorate	_____	

31. In what year did you complete your highest level of education as noted in Question 30? (If currently enrolled, respond 1986) _____ (year) _ _

32. How many years of experience have you had as a teacher or faculty member on either a part- or full-time basis—

	Years Full-time	Years Part-time	
(a) At the elementary or secondary level?	_____	_____	_ _ _ _
(b) At two-year community colleges or voc-tech institutions?	_____	_____	_ _ _ _
(c) At proprietary schools?	_____	_____	_ _ _ _
(d) At four-year colleges or universities?	_____	_____	_ _ _ _
(e) Other _____	_____	_____	_ _ _ _

EMPLOYMENT HISTORY [Please include instructional and noninstructional positions.]

	33. Current or most recent job	34. Second to last job	35. Third to last job	36. Fourth to last job	37. Fifth to last job
a] Starting Date	____/____ month year	____/____ month year	____/____ month year	____/____ month year	____/____ month year
b] End Date	N/A	____/____ month year	____/____ month year	____/____ month year	____/____ month year
c] Occupation; Job Duties					
d] Name of institution; Firm					
e] Weeks per year	____ weeks	____ weeks	____ weeks	____ weeks	____ weeks
f] Hours per week	____ hours	____ hours	____ hours	____ hours	____ hours
g] Last [or current] wage or salary	$ ____ per [1] hour [2] week [3] month [4] year	$ ____ per [1] hour [2] week [3] month [4] year	$ ____ per [1] hour [2] week [3] month [4] year	$ ____ per [1] hour [2] week [3] month [4] year	$ ____ per [1] hour [2] week [3] month [4] year
h] Supervisory duties [Responsible for performance/ salary appraisal for 1 or more individuals]	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no
i] Covered by collective bargaining agreement	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no

38. Do you teach occupational courses?
[1] Yes [Go to Question 42] [2] No [You have finished the questionnaire.]

38. Approximately what percentage of the students who enter the occupational program in which you teach drop out before they finish?

_____% drop out of the program, but not out of school
_____% drop out of the program and out of school

39. Are any of the students in the program in which you teach dropouts who have returned to school (either on their own or through the auspices of JTPA or some other program)?

[1] No [2] Yes, about _____% of our students

40. Rank the following goals in terms of the emphasis given to them in your occupational program area. Rank the most important goal as "1," the second most important as "2," and so on through "8" for the least important. (WRITE IN YOUR RANKS. DO NOT DUPLICATE RANKINGS.)

(a) To place students in jobs related to their training when they leave _____
(b) To provide students with the competencies needed to secure jobs (e.g., job search skills, interviewing) _____
(c) To place students in jobs (regardless of their training relatedness) when they leave _____
(d) To enhance students' awareness of the various jobs for which they could prepare _____
(e) To provide opportunities for students to explore various occupational areas _____
(f) To help students develop a strong work ethic (e.g., sense of industriousness and responsibility) _____
(g) To enhance and reinforce students' basic skills (e.g., basic math, reading) _____
(h) To promote access and equity for students _____

41. Is there a school sponsored job placement service available to students in this school?

[1] Yes, the service is available to all students ——> Go to Item 42.
[2] Yes, the service is available for occupational students ——> Go to Item 42.
[3] No ——> Go to item 43.

42. Which of the following kinds of services are provided by the school sponsored job placement service available to students in your school?

(a) Keeping current job and placement information for students to read and use [1] Yes [2] No
(b) Finding a summer job for students [1] Yes [2] No
(c) Finding part-time non-COOP jobs for students during the school year [1] Yes [2] No
(d) Finding part-time COOP jobs for students during the school year [1] Yes [2] No
(e) Finding jobs for students who are about to graduate [1] Yes [2] No
(f) Finding employers who are willing to provide work stations where students can engage in career exploration activities [1] Yes [2] No

43. Generally, do more students apply for entry into the occupational program in which you teach than there are openings in that program?

[1] No
[2] Yes, but only a few more
[3] Yes, up to two times more
[4] Yes, over two times more

44. Which of the following best describes the advisory group arrangements for the occupational program area in which you teach?

[1] No advisory group.
[2] One general advisory group (all vocational program areas) for all institutions in the entire system.
[3] One general advisory group (all vocational program areas) for this campus only.
[4] A program specific advisory group (for the program you teach) for all schools in the entire system.
[5] A program specific advisory group (for the program you teach) for this campus only.

45. Use the scale below to indicate the extent to which each of the following sources is used to determine the goals, content, and development of the curriculum of the program in which you teach.

	None				A Great Deal	
(a) Your State's plan for vocational education	[1]	[2]	[3]	[4]	[5]	—
(b) State occupational information coordinating committee	[1]	[2]	[3]	[4]	[5]	—
(c) State employment service	[1]	[2]	[3]	[4]	[5]	—
(d) Technical advisory group or committee	[1]	[2]	[3]	[4]	[5]	—
(e) Surveys of local employers	[1]	[2]	[3]	[4]	[5]	—

46. Which of the following instructional materials/resources would you use if you were revising, updating, or upgrading the occupational program in which you teach?

(a) State instructional materials laboratory	[1] Yes	[2] No
(b) Curriculum coordination center for your region	[1] Yes	[2] No
(c) Educational publishers (V-TECS, AAVIM, CIMC, NCRVE, etc.)	[1] Yes	[2] No
(d) Commercial publishers (i.e., textbook and workbook publishers, test publishers)	[1] Yes	[2] No
(e) Research and development agencies (e.g., State, RCU, BMRL, NCRVE, etc.)	[1] Yes	[2] No
(f) Local teacher-made materials (your own or someone elses)	[1] Yes	[2] No

47. Which of the following competency-based strategies do you use in the courses that you teach?

(a) Our particular program is not competency-based and we do not use these competency-based strategies	[9] (Go to item 48)	
(b) Progress charts	[1] Yes	[2] No
(c) Mastery charts	[1] Yes	[2] No
(d) Computer recording	[1] Yes	[2] No
(e) Standardized written tests	[1] Yes	[2] No
(f) Standardized skills performance tests	[1] Yes	[2] No
(g) Informal teacher judgments	[1] Yes	[2] No
(h) Teacher constructed written tests	[1] Yes	[2] No
(i) Teacher constructed skills performance tests	[1] Yes	[2] No
(j) Judgments or ratings by employers	[1] Yes	[2] No
(k) Other (Specify: _____)	[1] Yes	[2] No

48. Do you typically arrange for and supervise cooperative education experience for students in your courses? —

[1] No
[2] Yes, typically one per grading period
[3] Yes, typically two
[4] Yes, three
[5] Yes, four to six
[6] Yes, more than six

49. Are students in the occupational program in which you teach required to complete a work-study experience or internship in business/industry as part of their training? —

[1] No
[2] Yes, up to two weeks
[3] Yes, three to six weeks
[4] Yes, six to twelve weeks
[5] Yes, thirteen to twenty-four weeks
[6] Yes, over twenty-four weeks

50. Do the employers who supervise the work experiences of cooperative education students in the program area in which you teach influence the grades those students receive? —

[1] No, our program is not part of cooperative education
[2] No
[3] Yes, employers recommend grades to the coordinator(s)
[4] Yes, employers assign work experience grades
[5] Yes, employers and coordinators jointly agree and assign students' grades

F-8

51. To what extent do representatives of business, industry, and labor influence the following aspects of the vocational program you teach?

	Very Little Influence				Considerable Influence	
(a) Determining curriculum goals and objectives	[1]	[2]	[3]	[4]	[5]	—
(b) Determining curriculum content and operations	[1]	[2]	[3]	[4]	[5]	—
(c) Assessing relevance and currentness of curriculum	[1]	[2]	[3]	[4]	[5]	—
(d) Recommending programs to be offered or deleted	[1]	[2]	[3]	[4]	[5]	—
(e) Providing/Developing learning or training sites (e.g., co-op)	[1]	[2]	[3]	[4]	[5]	—
(f) Identifying changes needed in training due to technological advances	[1]	[2]	[3]	[4]	[5]	—
(g) Providing equipment and supplies	[1]	[2]	[3]	[4]	[5]	—
(h) Affirmative action concerns	[1]	[2]	[3]	[4]	[5]	—

52. During the past three years, have personnel (including yourself) in the occupational program area in which you teach . . .

	No	Yes, Once	Yes, Twice	Yes, Three+ Times	
(a) Systematically conducted interviews of employers to determine their satisfaction with employees who were former students in your program?	[1]	[2]	[3]	[4]	—
(b) Systematically conducted interviews of former students in your program to determine their satisfaction with the training they received?	[1]	[2]	[3]	[4]	—
(c) Systematically developed learning/training sites (e.g., coop, work-study, career exploration) in your community?	[1]	[2]	[3]	[4]	—

53. In general, how current and up-to-date are the equipment and materials available in the vocational program in which you teach? —

[1] Very current, up-to-date
[2] Current, but not the latest
[3] Somewhat dated, not outmoded
[4] Very dated, outmodes

54. Are individualized teaching/learning activities and experiences an integral part of the vocational program in which you teach? —

[1] No
[2] Yes, when dealing with learning basic concepts/theory
[3] Yes, when working in shop/lab on job skill development/practice
[4] Yes, all segments of program

55. Are any of the following kinds of special services made available to the students in your program who are having problems?

(a) Developmental instruction - basic reading	[1] Yes	[2] No —
(b) Developmental instruction - basic math	[1] Yes	[2] No —
(c) Pre-tech courses	[1] Yes	[2] No —
(d) More individualized and intensive counseling and follow-through	[1] Yes	[2] No —
(e) Special tutorial and/or related types of assistance (e.g., peer tutoring)	[1] Yes	[2] No —

(You are finished with the questionnaire. Thank you for your time.)

October 13, 1986

STUDENTS

Postsecondary Occupational Education Delivery:
An Examination

Conducted by:

The National Center for Research in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult Education
U.S. Department of Education

Why we need your help....

Your institution is helping in a national study of postsecondary occupational education. You have been selected as a representative student at your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately the occupational education offered in postsecondary institutions and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that relate specifically to yourself and your family, your work experience, and your educational goals and background. These questions can be answered quickly by placing an "X" or a check mark " " in the "[3]" next to your answer or by filling in the blank spaces provided. (See the examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o Nationally, about what percentage of our high school students drop out each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[3] About 28%
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? _____ %
(b) Males? _____ %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together at the point shown on the back page, and (c) return it to the institutional liaison whose name is listed below. Again, we want to note that your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

INSTITUTIONAL LIAISON

Name:_____
Address:_____

DO NOT WRITE IN THIS SPACE

1. Name: _____

2. Institution: _____

3. What is (are) your major program(s): _____
_____

4. When were you born? _____/_____
month year

5. What is your sex?
[1] Female
[2] Male

6. What is your ethnic background? (Check one.)
[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other (Specify: _____)

7. Which of the following best describes the place where you live?
[1] A rural or farming community
[2] A small city or town of less than 50,000 people that is not a suburb
[3] A medium-sized city (50,000 - 100,000)
[4] A suburb of a medium-sized city
[5] A large city (100,000 - 500,000)
[6] A suburb of a large city
[7] A very large city (over 500,000)
[8] A suburb of a very large city
[9] A military base or station

8. What is your marital status?
[1] Married, spouse present
[2] Married, spouse absent in military or other reasons (not specified)
[3] Widowed
[4] Divorced
[5] Separated
[6] Never married

9. How many children do you have and what are their ages?
[1] None
[2] One ——> Age _____
[3] Two ——> Ages _____ and _____
[4] 3-5 ——> Oldest age _____; youngest _____
[5] 5+ ——> Oldest age _____; youngest _____

10. Do your live independently of your parents (or guardians)?
[1] Yes
[2] No

11. Are you financially independent of your parents (or guardians)?
[1] Yes
[2] No

EDUCATIONAL BACKGROUND

12. What type of school(s) did you attend for grades 1-8 and in high school? (MARK THE RESPONSE THAT IS TRUE FOR MOST OF THE TIME YOU WERE IN THESE GRADES. IF YOU ATTENDED MORE THAN ONE TYPE.)

(a) Elementary and Junior High/ Middle School (Grades 1-8)
[1] Public
[2] Private-religious affiliation
[3] Private-other

(b) High School (Grades 9-12)
[1] Public
[2] Private-religious affiliation
[3] Private-other

13. Which of the following best describes your grades in elementary and junior high or middle school? —

[1] Mostly A (a numerical average of 90-100)
[2] About half A and half B (85-89)
[3] Mostly B (80-84)
[4] About half B and half C (75-79)
[5] Mostly C (70-74)
[6] About half C and half D (65-69)
[7] Mostly D (60-64)
[8] Mostly below D (below 60)

14. When did you graduate from high school or get your GED equivalent? — —/— —

_____/_____
month year

15. Which of the following best describes your high school program? —

[1] General
[2] Academic or college prep
Vocational (Occupational preparation):
[3] Agriculture
[4] Business or office
[5] Distributive (sales)
[6] Health
[7] Home economics
[8] Technical
[9] Trade or industrial

16. Which of the following best describes your grades in high school? —

[1] Mostly A (a numerical average of 90-100)
[2] About half A and half B (85-89)
[3] Mostly B (80-84)
[4] About half B and half C (75-79)
[5] Mostly C (70-74)
[6] About half C and half D (65-69)
[7] Mostly D (60-64)
[8] Mostly below D (below 60)

17. In high school, approximately how much time did you spent on homework per week? —

[1] No homework was ever assigned
[2] I had homework assigned, but I usually didn't do it
[3] Less than 1 hour per week
[4] Between 1 and 3 hours per week
[5] 3-5 hours per week (1/2 - 1 hour per night)
[6] 5-10 hours per week (1 - 2 hours per night)
[7] 11-15 hours per week (2 - 3 hours per night)
[8] 15+ hours

18. In high school, did you participate in any of the following type of activites in or out of school?

	Did not participate	Participated actively, but not as officer or leader	Officer or leader	
(a) Varsity athletic teams	[1]	[2]	[3]	—
(b) Other athletic teams	[1]	[2]	[3]	—
(c) Cheer leading, pep club, majorettes	[1]	[2]	[3]	—
(d) Debating or drama	[1]	[2]	[3]	—
(e) Band, orchestra, chorus, or dance	[1]	[2]	[3]	—
(f) Hobby clubs (photography, electronics, crafts) or school subject clubs (science, business, math)	[1]	[2]	[3]	—
(g) Honorary clubs, such as Beta or National Honor Society	[1]	[2]	[3]	—
(h) School newspaper, magazine, yearbook	[1]	[2]	[3]	—
(i) Student council, student government, political club	[1]	[2]	[3]	—
(j) Vocational education clubs (FHA, FTA, FFA, DECA, FBLA, VICA)	[1]	[2]	[3]	—
(k) Youth organizations in the community (Scouts, Y) or church activities	[1]	[2]	[3]	—
(l) Junior Achievement	[1]	[2]	[3]	—
(m) Other _____	[1]	[2]	[3]	—

19. Have you taken any of the following tests?

a) College Board SAT test — [1] Yes ——> Combined score: [1] 400 - 800; [2] 800 - 800; [3] 800 - 1000; [4] 1000 - 1200; [5] 1200+ — [2] No

b) ACT test — [1] Yes ——> Score: [1] Less than 15; [2] 15 - 19; [3] 20 - 24; [4] 25 - 30; [5] More than 30 — [2] No

20. How many grading periods [quarters, semesters, etc.] have you attended this institution not counting this current one? ____

21. Please rank the four most important factors that influenced you to choose this institution. [The most important factor would be 1, the next most important 2, and so forth. Do not repeat rankings. If there are fewer than 4 factors, then only rank the number of factors that were important.]

(a) Guidance counselor in prior school ____
(b) Catalog's description ____
(c) Parents advice ____
(d) Teacher in prior school ____
(e) Location ____
(f) Friend or acquaintance recommendation ____
(g) Reputation of the institution for providing high quality education and training ____
(h) Reputation of the institution for high placement rates ____
(i) Cost considerations ____
(j) Financial aid ____
(k) It is the only institution in my state that offers the program I'm interested in ____
(l) Others: _____ ____
_____

22. Does this institution consider you a full or a part-time student?

[1] Full time
[2] Part-time
[3] Don't know

23. How many credit hours are you enrolled for during this grading period? ____

24. How many credit hours are you planning to enroll in for the entire year? [September 1, 1986 - August 31, 1987] _____ credit hours

25. a) What was the cost per credit hour for the courses you are currently taking?
$_____.____

b) What was the total cost for course fees over and above the charges per credit hour?
$_____.____

26. Did you receive a loan to cover any of the costs for this years' educational expenses?
[1] Yes
[2] No

27. Did you receive any form of financial aid for this school year such as a scholarship, grant, fellowship, assistantship, tuition waiver, or veteran's educational benefits? (MARK ALL THAT APPLY)

[0] No [Go to Question 28]

[1] Yes, a scholarship
[2] Yes, a grant
[3] Yes, a fellowship
[4] Yes, an assistantship
[5] Yes, a tuition waiver
[6] Yes, veterans' benefits
[7] Yes, other [specify: _____]

28. Have you taken any of the following courses at this institution? (MARK ALL THAT APPLY)

	Yes	No
a) Basic English (sometimes called developmental or essential)	[1]	[2]
b) Basic Mathematics (sometimes called developmental or essential)	[1]	[2]
c) A course on how to study	[1]	[2]
d) Basic science (sometimes called pre-tech)	[1]	[2]
e) Career education (job knowledge, job seeking skills, career awareness)	[1]	[2]

29. Which of the following best describes your grades in this institution?

[1] Mostly A (a numerical average of 90-100)
[2] About half A and half B (85-89)
[3] Mostly B (80-84)
[4] About half B and half C (75-79)
[5] Mostly C (70-74)
[6] About half C and half D (65-69)
[7] Mostly D (60-64)
[8] Mostly below D (below 60)

30. About how much time do you spend studying for _____ (course name) each week? _____ hours

31. Is the time that you spend on this course more, less, or about the same as time spent on other courses?

[1] More
[2] About the same
[3] Less
[4] Don't know

32. What type of degree are you currently working toward and what is the highest type of degree you eventually plan to get?

Working on	Plan to get
[1] Vocational certificate	[1] Vocational certificate
[2] Associate's degree	[2] Associate's degree
[3] Bachelor's degree	[3] Bachelor's degree
[4] Other (Please specify: _____)	[4] Master's degree
	[5] Ph.D.
	[6] Other: (_____)
[5] Not working towards a degree	[7] Not working towards a degree

33. Do you participate in any of the following types of activities in or out of school?

	Do not participate	Participate actively, but not as officer or leader	Officer or leader
(a) Varsity athletic teams	[1]	[2]	[3]
(b) Other athletic teams	[1]	[2]	[3]
(c) Cheer leading, pep club, majorettes	[1]	[2]	[3]
(d) Debating or drama	[1]	[2]	[3]
(e) Band, orchestra, chorus, or dance	[1]	[2]	[3]
(f) Hobby clubs (photography, electronics, crafts) or school subject clubs (science, business, math)	[1]	[2]	[3]
(g) Honorary clubs or societies	[1]	[2]	[3]
(h) School newspaper, magazine, yearbook	[1]	[2]	[3]
(i) Student council, student government, political club	[1]	[2]	[3]

34. Do you participate in an internship or cooperative education program that involves employment off-campus?

[1] Yes
[2] No (Go to question 36)

35. Do you receive credit toward a degree for that work?

[1] Yes
[2] No

36. How many individualized courses have you taken in this institution? An individualized course is one that you take on your own at your own speed, perhaps with assistance of a microcomputer. — —

_____ courses
[99] None

37. Do you agree or disagree with the following statements?

	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree	
a) The coursework in this institution is more difficult than high school.	[1]	[2]	[3]	[4]	—
b) On average, the instructors seem to care a lot about students.	[1]	[2]	[3]	[4]	—
c) The students here have a lot of school spirit.	[1]	[2]	[3]	[4]	—
d) I had no idea about how hard the courses would be when I entered.	[1]	[2]	[3]	[4]	—
e) The library facilities at this institution are good.	[1]	[2]	[3]	[4]	—
f) The equipment of this institution is good.	[1]	[2]	[3]	[4]	—
g) This institution does not place as many students in jobs after graduation as they advertise.	[1]	[2]	[3]	[4]	—

38. Do you feel that you will complete the program that you are in? —

[1] Yes ——> [Go to question 39]
No, because
[2] I will probably transfer to another program in this institution
[3] I will probably transfer to another institution
[4] I will probably stop attending because the work is too hard
[5] I will probably stop attending for financial reasons
[6] I will probably stop attending because English is a second language and I am having too much difficulty
[7] I will probably stop attending for other reasons
(Specify: _____)

39. Have you attended any college or institute after high school prior to or while you were enrolled here? —

[1] Yes
[2] No [Go to question 45]

40. What was the name and address of the most recent postsecondary institution you attended?

_____
_____
_____ — — — — —

41. Dates of attendance of most recent enrollment prior to this institution?

From _____/_____ to _____/_____ — —/— —
month year month year — —/— —

42. What was/is your major? _____ — —

[99] Undecided, no major

43. Did you receive a degree? —

[1] Yes
[2] No [Go to question 45]

44. Which degree? —

[1] Vocational certificate
[2] Associate's degree
[3] Bachelor's degree
[4] Master's degree
[5] Ph.D.
[6] Other:

MILITARY

B-6

45. Have you served or are you currently serving in the Armed Forces, including the National Guard or Reserves?

[1] Yes
[2] No (Go to question 50)

46. What were the dates of your service? From _____/_____ to _____/_____. (Enter current date if still serving.)
month year month year

47. (a) What is the name of the job (MOS/RATING/AFSC) you were trained for?

_____

(b) What were/are the main activities and duties?

_____
_____
_____

48. How many weeks of training (not counting basic) did you complete?

Formal School Training	On the Job Training
[99] None	[99] None
_____ weeks	_____ weeks

49. How relevant was your training to the course of study you are now pursuing?

[1] Not at all relevant
[2] Somewhat relevant
[3] Relevant
[4] Very relevant

EMPLOYMENT HISTORY

50. Are you currently employed for pay?

[1] Yes
[2] No (Go to question 60)

51. When did you start working at this job? _____/_____
month year

52. What is your occupation/job duties?

_____
_____

53. Name of employer; industry

_____
_____
_____

54. How many hours did you work last week? _____ hours

55. What is you hourly wage or salary? $_____ per [1] hour [2] week [3] month [4] year
(Include tips, bonuses, commission)

56. How relevant is your job to the course of study you are pursuing?

[1] Not at all relevant
[2] Somewhat relevant
[3] Relevant
[4] Very relevant

57. How did you find out about this job?

[1] Responded to an ad in the newspaper
Referred by:
[2] Friend or family member
[3] State employment agency
[4] High school teacher or counselor
[5] College/Institute staff member
[6] Listed in placement office
[7] Other: _____

58. Does your employer know that you are attending school?

[1] Yes
[2] No (Go to item 60)

59. Does your employer typically allow you to adjust your work schedule, hours, or duties to accomodate your school work or schedule?

[1] Yes
[2] No

MILITARY

45. Have you served or are you currently serving in the Armed Forces, including the National Guard or Reserves? —

[1] Yes
[2] No (Go to question 50)

46. What were the dates of your service? From ____/____ to ____/____ — —/— —
month year
____/____. (Enter current date if still serving.) — —/— —
month year

47. (a) What is the name of the job (MOS/RATING/ASFC) you were trained for? — —

____

(b) What were/are the main activities and duties? — — —

____
____
____

48. How many weeks of training (not counting basic) did you complete?

Formal School Training	On the Job Training	
[99] None	[99] None	— —
____ weeks	____ weeks	— —

49. How relevant was your training to the course of study you are now pursuing? —

[1] Not at all relevant
[2] Somewhat relevant
[3] Relevant
[4] Very relevant

EMPLOYMENT HISTORY

50. Are you currently employed for pay? [1] Yes [2] No (Go to question 60) —

51. When did you start working at this job? ____/____ — —/— —
month year

52. What is your occupation/job duties? — — —

____
____

53. Name of employer; industry — — —

____
____
____

54. How many hours did you work last week? ____ hours — —

55. What is you hourly wage or salary? $____ per [1] hour [2] week [3] month [4] year — — — — — — —
(Include tips, bonuses, commission) —

56. How relevant is your job to the course of study you are pursuing? —

[1] Not at all relevant
[2] Somewhat relevant
[3] Relevant
[4] Very relevant

57. How did you find out about this job? —

[1] Responded to an ad in the newspaper
Referred by:
[2] Friend or family member
[3] State employment agency
[4] High school teacher or counselor
[5] College/Institute staff member
[6] Listed in placement office
[7] Others: ____

58. Does your employer know that you are attending school? —

[1] Yes
[2] No (Go to item 60)

59. Does your employer typically allow you to adjust your work schedule, hours, or duties to accomodate your school work or schedule? —

[1] Yes
[2] No

	a) Recruitment Source	b) Starting Date	c) Ending Date	d) Occupation or Job Duties	e) Name of Firm	f) Average Hours/Week	g) Relevant Current Training	h) Last (or current wage or salary)
80. Most recent job (not including job described in question 52)	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/ acquaintance [5] Teacher/ Counselor [6] Other	___/___	___/___			During school ____ Summers ____	[1] Yes [2] No	$_____ per [1] hour [2] week [3] month [4] year
81. Second most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/ acquaintance [5] Teacher/ Counselor [6] Other	___/___	___/___			During school ____ Summers ____	[1] Yes [2] No	$_____ per [1] hour [2] week [3] month [4] year
82. Third most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/ acquaintance [5] Teacher/ Counselor [6] Other	___/___	___/___			During school ____ Summers ____	[1] Yes [2] No	$_____ per [1] hour [2] week [3] month [4] year
83. Fourth most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/ acquaintance [5] Teacher/ Counselor [6] Other	___/___	___/___			During school ____ Summers ____	[1] Yes [2] No	$_____ per [1] hour [2] week [3] month [4] year
84. Fifth most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/ acquaintance [5] Teacher/ Counselor [6] Other	___/___	___/___			During school ____ Summers ____		$_____ per [1] hour [2] week [3] month [4] year

GOVERNMENT-SPONSORED TRAINING

85. Besides the jobs you just listed (or earlier jobs), have you received skills training from a government-sponsored program such as CETA, JTPA, or the Job Corps, from a labor organization, or from a community-based organization such as the Urban League, an action agency, etc. (MARK ALL THAT APPLY) —

[1] No, (Go to question 88)
[2] Yes, from CETA or JTPA
[3] Yes, from a labor organization
[4] Yes, from a community-based organization

86. What is/are the name(s) of the agencies that sponsored this training? — — —

_____
_____
_____

87. For the program that you attended last (most recently)— —

a) Did you complete the program
[1] Yes
[2] No, I am still enrolled
[3] No

b) Dates of enrollment From ____/____ (month/year) to ____/____ (month/year) — —/— —
— —/— —

c) What occupation or job were you being trained for? _____ — — —

d) Did this program provide you classroom or individualized instruction in reading, writing, or arithmetic? —
[1] Yes
[2] No

e) How relevant was the training to the program or course of study you are current pursuing? —

[1] Not at all relevant
[2] Somewhat relevant
[3] Relevant
[4] Very relevant

88. Do you have any of the following conditions? (MARK ALL THAT APPLY)

[1] Specific learning disability —
[2] Visual handicap (not correctable) —
[3] Hard of hearing —
[4] Deafness —
[5] Speech disability —
[6] Orthopedic handicap —
[7] Other physical disability or handicap —
Please describe: _____
[8] None of these conditions —

89. Families may be divided into 8 groups according to how much income they receive in a year. Where does your family rank? —

[1] $7999 or less
[2] $8000 - 11,999
[3] $12,000 - 15,999
[4] $16,000 - 19,999
[5] $20,000 - 24,999
[6] $25,000 - 34,999
[7] $35,000 - 49,999
[8] $50,000+

LOCATING INFORMATION

You have completed the questionnaire. Thank you very much. We may be contacting some of our respondents in a year or two, so we would like to be certain that we have your correct name, address and phone number. We would also like to have the name, address, and phone number of a relative or individual who would be most likely to know where you are.

70. Your Name (Please Print)

[ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]/[ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]/[ ]
(Last) (First) (M.I.)

71. Your Address

[ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][

September 29, 1986

Postsecondary Occupational Education Delivery:
An Examination

ADMINISTRATIVE OFFICIAL INTERVIEW FORM

INTERVIEWER _____ ADMINISTRATIVE OFFICIAL _____

INSTITUTION _____ TITLE _____

DATE _____

TIME: Start _____
End _____

ADMINISTRATIVE STRUCTURE

Part of our objective is to understand how institutions make curricular and instructional decisions and what factors influence the decision making process. We have attempted to read background material about your institution, but we would like to double check with you and fill in the gaps in our understanding of your institution.

1. As we understand it, the state agency that administers funds to your institution is _____.
Is there a local/substate administrative agency as well?

2. What is the constituency of your advisory board/Board of Directors? How are they chosen?

3. How many professionals are employed in a staff capacity in your office (President's Office) and what are their general functional responsibilities?

4. How would you describe the line structure in your institution? (Deans, department/program chairs)

CURRICULUM DECISION MAKING

5. If you received a suggestion for a change to a particular curriculum or establishment of a new program, please describe the steps that would have to be followed to implement such a change. (PROBE: faculty, department chair, student, business involvement, accreditation) About how long would it take?

6. How often do you evaluate programs/departments? How? By whom? Can you give me an example of an improvement resulting from a program evaluation?

7. Can you think of examples of cases when inadequate or shrinking resources affected instructional delivery or course offerings? How does your institution make choices about such matters?

LINKAGES WITH BUSINESS/ECONOMIC DEVELOPMENT

8. How much interaction does your administrative staff and faculty have with the business/industry/labor community? Do you formally encourage such interaction, e.g., is it a factor in evaluation or salary determinations?

9. Does your institution have any customized training programs established with local businesses? Does it have any JTPA training linkages? Dislocated worker programs? Penal institution programs? Military training?

10. How does your institution contribute to the economic development of your community/region? Do you think there are additional activities or ways you could be contributing to economic development?

DEVELOPMENTAL PROGRAMS/AT RISK STUDENTS

11. How does your institution support at risk students such as ESL, handicapped, economically disadvantaged?

12. How effective are these programs? (PROBE: What evidence?)

STAYING CURRENT

Often mentioned by educational CEO's as perhaps their hardest problem to confront is keeping faculty and facilities current and up to date.

13. How does your institution support the professional development of faculty? (In their own fields as well as in instructional delivery). What are you doing to upgrade yourself as an administrator? Is this a job requirement?

14. How does your institution budget and make decisions about equipment investments? How does it set priorities?

15. Which is more difficult to keep up the date--facilities or staff? Why?

LEADERSHIP

16. What leadership traits and attitudes do you see as most important in your job? Do you consider yourself task oriented or people oriented? Do you feel that you set the course for your institution or manage the day-to-day affairs?

17. What do you like about your job? What would you change if you could?

INNOVATION

Another important objective of our study is to discover and publicize innovative programs or practices that seem to be successful. Innovation can occur in instruction, curriculum, articulation, administrative support, or management practices.

18. What innovative programs or practices are being undertaken at your institution that you are most proud of and what effects are they having? (Limit to 2 or 3).

19. Is your institution upgrading admission, grading, or hiring standards or doing anything else in response to the general movement toward excellence in education? (Probe: Value added program, departmental incentives)

September 29, 1986

Postsecondary Occupational Education
Delivery: An Examination

DIRECTOR OF PLACEMENT INTERVIEW FORM

INTERVIEWER_____ RESPONDENT_____

INSTITUTION_____ TITLE_____

_____

DATE_____

TIME: Start_____
End_____

CURRICULUM DECISION MAKING

Part of our objective in this study is to understand how institutions make curricular decisions and what factors influence the decisionmaking process.

1. Where do you/your office fit into the organizational structure of this institution? How much interaction do you have with the administration? With instructional faculty? (PROBE: Assessment, Counseling)

2. How much <u>effective</u> input from you or your staff is there is curriculum decisions? Do you (or other placement staff members) get involved in community needs assessment? Do you interact with instructional faculty in curriculum decision making?

BUSINESS/INDUSTRY AND OTHER EXTERNAL INTERACTIONS

3. As part of your job-related role, do you (or your staff) have regular contact with businesses or industries in your community (other than in needs assessment as discussed above)? Please describe those contacts.

4. Do you receive follow-up information from businesses about graduates who have been placed?

5. Do you or your staff members conduct employment screening interviews to pre-select job candidates for employers?

6. Do you or your staff work with other education and training institutions as part of your job-related duties (e.g., secondary schools, JTPA agencies, military, 4 year institutions, etc.)?

STUDENT CAREER DEVELOPMENT

7. Are you involved in coop or workstudy programs for students in any way? Please explain.

8. What types of activities do you or your institution have in place to assist students in identifying career interest? (e.g., career fairs, plant tours, computer programs)? What practices are used by placement/guidance/-counseling staff for ascertaining student goals?

9. Are career development programs offered and taught by the placement or counseling staff? (e.g., study habit development, college survival, memory development, options for women, employability skills) Please explain.

10. Does your institution have an open enrollment policy? How does the open enrollment policy affect the staff's ability to properly match students interests and abilities to the proper programs?

11. What would you estimate to be the percentage of placements for occupational students in areas for which they have been trained? What affects this percentage?

PERSONAL AND JOB CHARACTERISTICS

12. What proportion of your time (or your staff's time) is spent counseling students personal or family problems? (vs. occupational counseling?)

13. What is the typical placement officer or counselor's area of specialty and degree obtained?

14. Do you (or your staff members) belong to any professional associations? What types of activities do you engage in to maintain and upgrade your professional expertise? How much institutional support is there for staff development?

15. Do you like your job? What aspects do you like the best? The least? What changes would you make if you could?

September 29, 1986

Postsecondary Occupational Education Delivery:
An Examination

DEPARTMENT CHAIR INTERVIEW FORM

INTERVIEWER_____ DEPARTMENT/PROGRAM_____

INSTITUTION_____ CHAIRPERSON'S NAME_____

DATE_____

TIME: Start_____
End_____

CURRICULUM DECISION MAKING

A major objective of our study is to understand how institutions make curriculum decisions and what factors influence the decision making process.

1. Are you responsible for the curriculum development and curriculum revision of your department/program? If you received a suggestion for a change (say from a faculty member), please describe the steps that would have to be followed to implement such a change. About how long would it take?

2. Do you have an advisory board? What is its constituency? How were they selected? How much of a role do they play in the curriculum decision making process?

FACULTY ISSUES

Besides the issue of curriculum decision making, we are also interested in instructional processes and effectiveness. As a consequence, we would like to ask you several questions about faculty issues.

3. Faculty hiring policies and procedures vary from institution to institution. As department chair, are you responsible for your department's instructional and faculty hiring procedures? Explain and describe.

4. Do you make use of part-time or adjunct staff? What are the advantages/disadvantages of this policy?

5a. In respect to faculty, are you directly responsible for the personnel analysis of your faculty (faculty evaluation)? Explain.

5b. Is your institution, or yourself as department chair, concerned with career development for faculty? Describe.

5c. How are faculty salaries determined?

BUSINESS/INDUSTRY AND OTHER EXTERNAL INTERACTIONS

6. As part of your job-related role, do you have regular contact with businesses or industries in your community (other than those discussed above)? Please describe those contacts.

7. Do you receive follow-up information from businesses about graduates (or noncompleters) who have been placed? Could you please name 5 businesses that hired your graduates over the past 2-3 years?

8. Do you work with other education and training institutions as part of your job-related duties (e.g., secondary schools, JTPA agencies, military, 4 year institutions, etc.)?

STUDENTS

9. Does your institution have an open enrollment policy? How does the open enrollment policy affect your programs?

10. What would you estimate to be the percentage of placements for occupational students in areas for which they have been trained? What affects this percentage?

11. Is your department involved in coop or work-study programs for students? Please describe.

JOB DESCRIPTION AND SATISFACTION

12. Are you responsible for budgeting the departments' annual funds? If so, explain the funding policy and the budget structure. If not, who is responsible? If you had double the resources available to you, could you double your graduates? If not, what would be the constraining factors?

13. What programs, equipment, or administrative action has been your most valuable contribution to your department?

14. Are you satisfied with your job? What aspects do you like the best? The least? What changes would you make?

September 29, 1986

Postsecondary Occupational Education Delivery:
An Examination

INSTRUCTOR INTERVIEW FORM

INTERVIEWER_____ INSTRUCTOR_____

INSTITUTION_____ PROGRAM/DEPARTMENT_____

DATE_____ TIME: Start_____
End_____

CURRICULUM AND INSTRUCTIONAL
DECISION MAKING

The major emphasis of our study is to understand how institutions make curricular and instructional decisions and what factors influence the decision making process.

1. To what extent do faculty participate in curriculum decisions (establishing a new program/course, modifying a program/course, or ending a program/course)? How much <u>effective</u> faculty input is there?

2. How much input do you have in determining the content, resource materials, texts, etc. for your courses? To what extent does interaction with peers influence these matters?

3. What materials, equipment, instructional techniques, or other program components do you use in your courses that you are most proud of? What resources, if any, do you lack that you feel you need most to improve your courses? In general, how well does your department/institution support your instructional requirements?

4. What techniques do you use to enhance and reinforce your students' basic skills (e.g., reading, writing, speaking, math) in your classes? Explain.

STUDENT CHARACTERISTICS

We recognize that your curriculum and instruction must be tied to student needs and requirements.

5. How well motivated to learn are the students in your classes? On what evidence do you base that perception? Does motivation differ by age, gender, or other characteristics? Have motivation levels changed over the years in your opinion?

6. What kinds of supportive services are available to you for helping you work with LEP (bilingual), handicapped, and other disadvantaged students? How have you used those services?

7. Do you feel your students are <u>adequately</u> informed about the career opportunities available to them in your community? What do you think should/could be done to improve that situation?

8. Does your institution engage in follow-up/follow-through activities related to your students?

JOB CHARACTERISTICS AND JOB SATISFACTION

Finally, we'd like to ask you some questions about how you spend your time on the job and how satisfied you are with your job.

9. About what percentage of your time would you estimate that you spend on instructional preparation and delivery? What are the biggest demands on your work time apart from instructional preparation and delivery?

10. As part of your job-related role, do you have regular contact with businesses/industries in your community? Explain.

11. What activities do you undertake to stay current in your field? Does your department/program encourage or facilitate these activities? How? or Why not?

12. Do you like your job? What aspects do you like the best? What aspects do you like least? What changes would you make if you could?

October 1, 1986

Postsecondary Occupational Education Delivery:
An Examination

STUDENT INTERVIEW FORM

INTERVIEWER _____ COURSE _____

INSTITUTION _____ INSTRUCTOR _____

PROGRAM _____ NUMBER OF STUDENTS _____

DATE _____ TIME: Start _____
End _____

MOTIVATIONAL FACTORS

One of the major objectives of our study is to understand the factors that motivate students to choose particular courses, majors, and institutions.

1. What major programs are you enrolled in?

	Number
_____	_____
_____	_____
_____	_____

2. Why are you taking this particular course? (Probe: Requirement, Personal Interest, Counselor Recommended, Prerequisite, etc.)

3. What are your educational goals? What motivated you to take more schooling after high school?

4. What are your career goals? Why did you choose these goals? What kind of job do you think you'll get when you graduate from this program?

5. What motivated you to attend this institution? Are you getting your money's worth?

6. Did you receive reliable information about the institution prior to your enrollment? From where? Was it accurate? What were some inaccuracies? Were you aware of how much work would be involved to succeed in your class?

7. How much information do you have about how many graduates get placed and where they get placed? How did you get this information?

8. To your knowledge, does this school listen to student recommendations about curriculum or courses to offer? Do they follow-up on students who have graduated?

FACTORS AFFECTING STUDENT PROGRESS

9. What are some of the biggest problems you face in attending school? (Probe: Family responsibilities, job responsibilities, subject difficulty, finances, transportation, etc.) Does your current employer know that you are attending school? Does he/she support you with flexible time or other arrangements?

10. The largest share of postsecondary students never complete their program. Why is that?

COMMENTS ABOUT THIS COURSE

12. What do you think of this course? Would you recommend it to a friend? Why? or Why not?

Number

_____ would recommend
_____ would not recommend

13. What do you think of the instructor's style of teaching, emphases, content? (Probe: amount or type of homework, quizzes, tests.)

14. Do you have any specific suggestions for improvement? Does the instructor solicit your opinions and listen to them?

October 7, 1986

Postsecondary Occupational Education Delivery:
An Examination

EMPLOYER INTERVIEW FORM

INTERVIEWER_____ RESPONDENT_____

DATE_____ TITLE_____

TIME: Start_____ FIRM_____
End_____

GENERAL INFORMATION

1. What types of positions do you recruit/hire graduates from occupational programs at (institution name)? Approximately how many graduates do you hire per year?

2. By what methods are students recruited?
-co-op program
-internships
-instructor referrals
-college placement office referrals
-walk-ins

OPINION OF THE INSTITUTION

3. Do you feel that the occupational program content at _____ is directly related to the actual job content at your firm?
-(Are there elements of the job that have been overlooked by the curriculum? - elements which are over/underemphasized?)

4. Do you feel the instructors (of these occupational programs) are delivering quality instruction? (Is there an over/underemphasis on theory vs. "hands-on" training?) How well informed are instructors regarding new technologies or methods?

5. Is the equipment used for classroom instruction up-to-date - (and/or is it comparable to equipment used on-the-job)?

6. Do graduates from <u>(institution name)</u> require less on-the-job training than:
   1. graduates from other postsecondary institutions?
   2. employees without occupational program completion?

7. Can you distinguish between (Institution name) and non-(Institution name) employees in terms of:
   1. productivity?
   2. turnover rates?
   3. promotion rates?

8. Do most graduates have adequate basic skills that you feel are necessary to make them good employees (i.e., reading, writing, arithmetic, communication and personal skills)? Does (Institution name) work to develop and improve student basic skills to your knwoledge?

LINKAGE WITH POSTSECONDARY INSTITUTION

9. Is there anyone from this organization serving on an advisory committee at (institution name)? If yes, how are they involved in curriculum decision making?

10. Are the training needs of your firm communicated to (institution name)? How?

11. Have instructors visited your organization to gain a better understanding of your operation and needs? Do key people from this organization act as guest lecturers for classroom instruction?

12. In your opinion, are there changes or improvements you would suggest in program designs, curriculum or instructional techniques at <u>(institution name)</u>?

Postsecondary Classroom Observation Form (PSOF)

About the observer:

Observer Name _____
Organization _____
Address _____
State _____ Zip _____
Type Observation: Live A.V.

About the school:

School Name _____
Address _____
State _____ Zip _____
District _____
Phone _____

CLASSROOM INFORMATION

Times Teacher and Classroom Observed
1 2 3 4 5

About the class, teacher and students-

Department _____
Subject _____
Meetings per week ___ hours/week ___

Vocational/career/occupational class Y/N
Academic related class to Voc Ed Y/N
Type setting: Classroom lab shop industry other
Training level: High Tech Entry Tech Related

Assigned Teacher _____
Male/Female

Status (circle)
Cred. Non-Cred. Sub

Race _____

Class make-up as observed:
Race (# students)
Caucasion ___
Black ___
Hispanic ___
Asian ___
Total # students ___

Age range ___ - ___

LEP ___
Eco. Disadv. ___
Handicapped ___
High school ___
High school non grad ___
Other _____
_____

Curriculum: (% of classroom time)

1. Published textbooks ___%
2. Workbooks ___%
3. Audiovisual learning ___%
4. Locally developed materials ___%
5. Competency program ___%

Instructional Process: (ask instructor)

Objective of lesson: _____
_____
_____

Planned method of delivery: _____
_____
_____

Planned student activity: _____
_____
_____

226

[redacted] [redacted] [redacted] [

Teacher Episode 2 at 20 minutes

Field notes:

What are the teacher and students doing now?

1. Procedure and class groupings:

Teacher of class: T A O

Grouping of class: I G I&G T

Student Autonomy: TSA TIWS TNWR

2. Classroom Activity/Events

Teacher directed event: AV LEC T DEMO C/S SVA PHY/P-PR VER/P-PR O

Learning Activities: Cog. Aff. Psym.

Student Response(s): S RC/D C CKI BB ARQ S S S T

Teacher Feedback: R/C/E CSB AQ CSR GI/D ISR P/E CWR

Nature of Fbs. Mag. 1 2 3 4 5

3. Content

Focal Topic % of class: TS-T__% TS-P__% ES__% ARS__% O__% BS__%

Materials Used: text, AV, Equip, computer, manual, workbench, workbook, tools, overhead, chalkbd other_____

Summary Description

What has the teacher done in the past 10 minutes?

What have the students done in the past 10 minutes?

Major teacher directed event
AV=audio visual presentation
LEC=lecture
T=test
DEMO=demonstration
C/S=clean-up and set-up activity
SV=student vocational activity
PHY/P-PR=physical/performance-practice
VER/P-P=verbal/performance-practice
O=other

Student response
S=silence
C=confusion
BB=bad behavior
RC/D=request clarification/direction
CKI=challenged/motivated/involved
ARQ=ask relevent questions
S S=student to student
S T=student to teacher

Focal Topic
TS-T=Technical skills-theory
TS-P=Technical skills-practice
ES=Employability skills
ARS=Academic related skills
O=other
BS=basic skills

Teacher Episode 3 at 30 minutes

Field notes:

What are the teacher and students doing now?

1. Procedure and class groupings:

Teacher of class: T A O

Grouping of class: I G I&G T

Student Autonomy: TSA TIWS THWR

2. Classroom Activity/Events

Teacher directed event: AV LEC T DEMO C/S SMA PHY/P-PR VER/P-PR O

Learning Activities: Cog. Aff. Psym.

Student Response(s): S RC/D C CMI BB ARQ S S S T

Teacher Feedback: R/C/E CSB AQ CSR GI/D IGR P/E CMR

Nature of Res. Neg. 1 2 3 4 5

3. Content

Focal Topic % of class: TS-T__% TS-P__% ES__% ARS__% O__% BS__%

Materials Used: text, AV, Equip, computer, manual, workbench, workbook, tools, overhead, chalkbd other_____

Summary Description

What has the teacher done in the past 10 minutes?

What have the students done in the past 10 minutes?

229

241

240

Key:

teacher of class
T=regular teacher
A=teacher aid
O=other adult

grouping of class
I=individual
G= groups
I&G= individuals
T=total class

student autonomy
TSA=teacher is sole actor
TIWS=teacher interacts with students
THWR=teacher helps when requested

learning activities
Cog.=cognitive (sub. matter)
Aff.=affective (attitudes, self concept)
Psym.=psychomotor (body movement)

teacher feedback
R/C/E=restates/clarifies/extends
AQ=ask questions of students
GI/D=gives information/directions
P/E=praises/encourages
CMR=corrects without rejection
CSB=critizes student behavior
CSR=critizes student response
IGR=ignores student response

Field notes:

Teacher Episode 4 at 40 minutes

What are the teacher and students doing now?

1. Procedure and class groupings:

Teacher of class: T A O

Grouping of class: I G IGG T

Student Autonomy: TSA TINS THAR

2. Classroom Activity/Events

Teacher directed event: AV LEC T DEMO C/S SVA PHY/P-PR VER/P-PR O

Learning Activities: Cog. Aff. Psyc.

Student Response(s): S RC/D C CMI BB ARQ — S S S T

Teacher Feedback: R/C/E CSB AQ CSR GI/D ISR P/E CMR

Nature of Pos. Neg. 1 2 3 4 5

3. Content

Focal Topic % of class: TS-T_% TS-P_% ES_% ARS_% O_% BS_%

Materials Used: text, AV, Equip, computer, manual, workbench, workbook, tools, overhead, chalkbd other_____

Summary Description

What has the teacher done in the past 10 minutes?

What have the students done in the past 10 minutes?

Major teacher directed event
- AV=audio visual presentation
- LEC=lecture
- T=test
- DEMO=demonstration
- C/S=clean-up and set-up activity
- SV=student vocational activity
- PHY/P-PR=physical/performance-practice
- VER/P-P=verbal/performance-practice

Student response
- S=silence
- C=confusion
- BB=bad behavior
- RC/D=request clarification/direction
- CMI=challenged/motivated/involved
- ARQ=ask relevent questions
- S S=student to student
- S T=student to teacher

Focal Topic
- TS-T=Technical skills-theory
- TS-P=Technical skills-practice
- ES=Employability skills
- ARS=Academic related skills
- O=other
- BS=basic skills

POST OBSERVATION SUMMARY FORM

1. Rate the following classroom context:

	Low Quality									High Quality	
- Printed materials	1	2	3	4	5	6	7	8	9	10	NA*
- Training and audio visual aids	1	2	3	4	5	6	7	8	9	10	NA
- Tools, machines and job related equipment	1	2	3	4	5	6	7	8	9	10	NA
- Occupational concepts and skills taught	1	2	3	4	5	6	7	8	9	10	NA
- Curriculum relevance	1	2	3	4	5	6	7	8	9	10	NA

2. What was unique and/or promising about the teacher, curriculum and/or students? _____

3. What kinds, if any, of the following evaluation approaches were used during the observation?
   - ____ Paper/Pencil tests (essay) items
   - ____ Paper/Pencil tests, fixed responses
   - ____ Performance assessment process, demonstrate a task
   - ____ Performance assessment product, evaluate product

   Other_____

   Comments to clarify summary:_____

NA = Not applicable to this situation

4. What percentage of students' class time (approximately) was devoted to focal topic instructions from teacher, practice, or drill, and feedback from teacher?
   - ____% Instruction time
   - ____% Practice time
   - ____% Receiving feedback
   - ____% Other (Explain _____)

   100%

5. Rate the following persons:

	Low									High	
Teacher support of students	1	2	3	4	5	6	7	8	9	10	NA*
Student peer support	1	2	3	4	5	6	7	8	9	10	NA
Teacher involvement/ commitment	1	2	3	4	5	6	7	8	9	10	NA
Student involvement/ commitment to learning	1	2	3	4	5	6	7	8	9	10	NA

6. Classroom Environment and Study Arrangements

	Unsatisfactory	Average	Excellent
Lighting conditions	____	____	____
Heating/ventilating conditions	____	____	____
Sound conditions	____	____	____
Amount of study space per student	____	____	____
Flexibility of seating arrangements	____	____	____

_____

Class Summary Form

POSTSECONDARY CLASSROOM OBSERVATION INSTRUMENT

INSTRUCTIONS: Complete immediately after class. These statements about procedure, activity, and content in the classroom are to be rated by the observer in terms of overall lesson outcome on day observed. The observer should respond by choosing a number for each statement from 1 (strongly agree) to 7 (strongly disagree).

AGREE 1 2 3 4 5 6 7 DISAGREE 0*

1. Teacher showed evidence of following a lesson plan as part of a course syllabus. 1 2 3 4 5 6 7 0
2. Instructional materials were not well prepared. 1 2 3 4 5 6 7 0
3. Instructional materials presented in a timely fashion. 1 2 3 4 5 6 7 0
4. Classroom was comfortable for students to interact. 1 2 3 4 5 6 7 0
5. Teacher appeared very competent in subject matter delivery. 1 2 3 4 5 6 7 0
6. Teacher adjusted the techniques used to the needs of student. 1 2 3 4 5 6 7 0
7. Teacher counseled students effectively. 1 2 3 4 5 6 7 0
8. Adequate study materials were available for students. 1 2 3 4 5 6 7 0
9. Student time was used effectively. 1 2 3 4 5 6 7 0
10. Lessons appeared relevant to occupational interest. 1 2 3 4 5 6 7 0
11. Grades are not important in this class. 1 2 3 4 5 6 7 0
12. There was identification of at-risk students and follow-through of individualized instruction. 1 2 3 4 5 6 7 0
13. Teacher did not maintain instructional focus. 1 2 3 4 5 6 7 0
14. Class began promptly. 1 2 3 4 5 6 7 0
15. Teacher appeared to be a positive role model for students. 1 2 3 4 5 6 7 0
16. Teacher did not motivate students. 1 2 3 4 5 6 7 0
17. Students put a lot of energy into what they did in class. 1 2 3 4 5 6 7 0
18. Instruction was not well-organized. 1 2 3 4 5 6 7 0
19. There was not a clear set of expectations for students to follow. 1 2 3 4 5 6 7 0
20. Students appeared to feel pressure to compete. 1 2 3 4 5 6 7 0
21. Teacher was an excellent resource person. [Knowledge, handouts.] 1 2 3 4 5 6 7 0
22. Teacher seemed more like a friend than an authority. 1 2 3 4 5 6 7 0
23. Teacher did not go out of his/her way to help students. 1 2 3 4 5 6 7 0
24. Getting a certain amount of class work done was very important in this class. 1 2 3 4 5 6 7 0
25. Most students took part in class discussions. 1 2 3 4 5 6 7 0
26. Assignments were given. 1 2 3 4 5 6 7 0
27. Students really enjoyed this class. 1 2 3 4 5 6 7 0
28. Students took notes in lecture. 1 2 3 4 5 6 7 0
29. Teacher used a variety of instructional strategies. 1 2 3 4 5 6 7 0

*0 = couldn't tell in this observation

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